DOCUMENT RESUME

ED 435 203 FL 801 304

AUTHOR	Silliman, Anna, Ed.
TITLE	Hands-On English: A Periodical for Teachers and Tutors of Adult English as a Second Language, 1998-1999.
ISSN	ISSN-1056-2680
PUB DATE	1999-00-00
NOTE	114p.; For volumes 5-7, see ED 421 020.
AVAILABLE FROM	Hands-On English, P.O. Box 256, Crete, NE 68333 (individual subscription, $21; group/organization, subscription, $28). Tel: 800-375-4263 (Toll Free).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Hands-On English; v8 n1-6 May-Apr 1998-99
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; Audiovisual Aids; Book Reviews; *Citizenship Education; Class Activities; Classroom Environment; Classroom Techniques; Dictation; Difficulty Level; Educational Trends; *English (Second Language); Games; Grammar; Instructional Materials; Interpersonal Communication; *Literacy Education; Puzzles; Reading Instruction; Second Language Instruction; Trend Analysis; Vocabulary Development; Writing Instruction

ABSTRACT

The six issues of this newsletter for teachers and tutors of adult English as a second language (ESL) contain articles on classroom teaching techniques and activities, including dictations, presentations, hints for teaching beginners, multi-level crossword puzzles, conversation activities, reading exercises, guessing and describing games, use of reported speech, hobby sharing, approaches to grammatical constructions, quiz games, instruction cards, and vocabulary exercises. Several issues contain materials on citizenship education and reports of teacher mini-grant activities. Book and materials reviews are also included in some issues. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 203

Volume 8, Numbers 1-6

Hands-on **English**

A periodical for teachers and tutors of adult English as a second language

FL 801 304

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Anna Silliman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

2

Volume 8, Number 1 May/June 1998

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Hints & tips: 3

Multi-level dictation:
A bicycle accident 4

From the field:
What every newcomer should know 6

Multi-level crossword puzzle:
Going to the hospital 8

Vocabulary activities:
Doctors in the dictionary 10
Idiom practice 10

Tools & techniques:
Stand up if you're wearing red! 11

Minigrant award winner:
A Literacy Quilt 12

On the market:
Reviews of:
- *The Interactive Tutorial* 13
- *Dangerous English 2000!* 13
- *Very Easy True Stories* 14

News & notes: 14

We're still looking ahead!

We can hardly believe it, but *Hands-on English* is now starting its eighth year! We still think of ourselves as "new," but eight years really sounds almost like a tradition. Some of you have been subscribing for a large part of that time, and we feel you are old friends. With those subscribers who have joined us more recently, we feel an instant rapport, as if we practically know you already. What a fun and rewarding experience this publication has been so far!

Because you have been so responsive, writing *Hands-on English* does not seem so much like writing *for* you as it does writing *with* you. In fact, *Hands-on English* no longer seems like the project of just one person (the Editor) but has taken on a life of its own!

We need advisors

On this birthday occasion we'd like to announce a new step we're taking to help keep us focussed on our task, which is to provide the most practical help we can to teachers and tutors of adult ESL. We'd like to establish an informal "Board of Advisors" for HOE.

These Advisors could be anyone with a strong interest in the goals of HOE, who might like to contribute ideas, opinions and feedback to keep us rolling in the right direction. For example, advice about what issues are currently most important in the classroom, and what issues impact your students the most; what kind of activities they need. We'd also be looking for constructive advice about the publication, and suggestions about how to spread the word about HOE to more teachers.

Open invitation

Sorry, there's no salaries involved for Board members, and no all-expenses paid trips to sunny locations, either! In fact, there won't be any meetings at all. The interaction of the Board will be 'virtual'—by mail, phone or email, whichever works out the best.

If you are an idea person and would like to participate, or if you know someone you think we should ask, let us know! We will be very grateful to anyone who wishes to offer some of their time for this kind of support.

The first task of this Advisory Board (once it's established) might be to decide what its role is. We're looking forward to hearing from you, and we'll let you know what happens. See you next issue (unless these people stage a coup or something)!

Happy teaching! —the Editor.

FC 8013304

BEST COPY AVAILABLE

Hands-on English

Volume 8, Number 1
May/June 1998

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1998 Hands-on English

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage & handling: Included in U.S. orders. Canada and Mexico add $4; outside N. America add $10. Single copies of back issues are $5 each.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Consulting Editor: Karen Campbell
Grants Manager: Peter Dowben

Address correspondence to the editor at:
Hands-on English
P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call-in (U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Our editorial policy, re: advertising

We are pleased to bring you advertisements from high-quality publishers in the field, as this is a good source of information on available materials. At the same time we'd like our readers to know that ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there each month, written expressly for you and your students!

See you there!

Your editor, Anna Silliman, is always pleased to hear from our readers!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ❍ home/ ❍ work
I enclose:

$21 – **Individual rate**
(Permission to photocopy for your own students)

$28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

_____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Countries outside N. America add $10.

Name:_____

Place (if work): _____

Street (or P.O. Box): _____

City/State/Zip: _____

✓ Check one: New subscription Renewal

8-1

4 BEST COPY AVAILABLE

Letters

...cards, email messages & calls

Tutor encouragement

"I know you are presently trying to address more articles to one-on-one tutors. It is a position of isolation, requiring initiative and perseverance. A word of encouragement helps.

"...I question why so many volunteer tutors drop out so quickly. They take the training courses, and perhaps tutor one student, then disappear. Why?

"My husband and I are now in our 14th year of ESL tutoring and are considered quite unusual in this area."

—Elizabeth Gulino
Hasbrouck Heights, New Jersey

We con't know the answer to this question but perhaps part of the solution is to find out why people like yourselves ***do*** *stay with it!*

Holiday ideas?

"I really could use short readings on general topics with comprehension questions, and short readings on holidays (especially American ones such as Columbus Day, July 4, etc.)."

—Susan Hogan
Chatham, NY

A reader has sent us her Thanksgiving story which we are saving up for later this fall. Any other stories or lesson ideas you'd like to share will be welcome! —the Editor.

Medical English materials?

One of our readers is working with a Chinese student who is preparing for medical examinations in the U.S. The tutor is looking for any materials that would help the student prepare for the listening/speaking part of a clinical test. Does anyone know of ESL materials that practice such skills in a medical context? Any input would be appreciated.

Take us with you!

Some of our readers who attend conferences, meetings and workshops have called us to ask for some samples of HOE to share with their colleagues. We'd like you to know that we're happy to supply extra copies for this purpose, so don't hesitate to ask!

Hints & tips

A Learner Showcase

Claire Russell sent us a description of a very effective ESL project that was part of an Adult Continuing Education conference in Pennsylvania this winter. She writes:

"We invited ESL teachers to bring learner work to the conference. We stressed that the work need not be perfect—it only needed to demonstrate learning. Teachers brought a wide range of stuff, including photos and videos. We organized their work into a "Learner Showcase" which included the learner's name, teacher's name and program name.

"We designed the showcase to look like a quilt to reflect the conference theme, "Linking Learning to Life," and entitled the showcase "Piecing It Together." The quilt was a lot of work, but it was well worth it. It gave contributors well-deserved recognition and lots of new teaching ideas."

Blackboard Scrabble

Here's an easy-to-prepare word game, also from the prolific pen of Claire Russell!

You can play this version of "Scrabble" on a blackboard or on large sheets of paper. One student writes a word on the board. Then another adds a word using one of the letters in the first word, and so on.

You can also make this a game on grid paper. Just like a chain story, the students can pass their sheets around in a circle, each adding a word to the new sheet they receive. A good follow-up activity can be to have the students come up with clues for the words and turn their Scrabble grid into a crossword puzzle!

Note: Students may want to make their Scrabble grid revolve around a theme, like 'Classroom Objects,' 'Colors' or 'Weather and Seasons.'

BEST COPY AVAILABLE

Multi-level dictation:

A bicycle accident

Here's a multi-level dictation activity you can use with many levels of students. All the students can work on it at the same time, but each at their own level.

Preparation

You may want to read and discuss this story with the students first, so that they are familiar with it before trying the dictation.

Before copying the worksheets on page 5, enlarge them on your copier first to improve readability for your students and to make it easier to write on them. Make extra copies, because students may want to try the dictation at more than one level.

How to do it

Have the students select which level they'd like to try. Level A is the easiest, and even literacy-level students may be able to do it if they can write numerals. Levels B and C are increasingly challenging. If you have advanced students, have them try the dictation on a sheet of blank paper, with no clues.

When you start the dictation, try to read at a smooth and natural pace, with pauses between sentences. Students should just read along the first time, and start writing as you read the second time. You can repeat the story as many times as the students wish, but don't slow down your pace.

Correcting it

Once they are finished, the students can help each other to correct their papers. Note that the beginning students can help the more advanced students, because they have the most complete text!

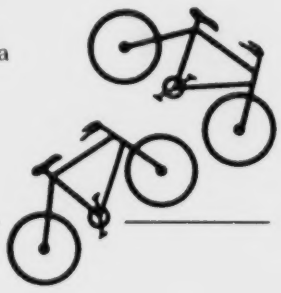
Follow up

Listening: You can use this same story to make a "strip story" activity for oral practice. Write each sentence of the story on a separate piece of paper, and distribute them to students with instructions to reconstruct the whole story without looking at each others' papers. This works well as a group activity with 4 or 5 students.

Reading: For a reading comprehension exercise, these sentence strips can be shuffled and then placed in order on a table by students working in pairs. This would also be a nice review activity for a student working with a tutor.

Conversation: Do any of your students have a story similar to this one they'd like to tell? If they do, take notes while they talk and come to the next lesson with a dictation lesson made from your student's story.

Role-play: This story might lend itself to a re-enactment. There are parts for 4 bike riders, a hospital receptionist, a doctor, and a mother.



Vocabulary needed: *racing, gravel, slip, crash, stitches*

The text for dictation (12 sentences, 144 words):

A bicycle accident

When my brother was 12 years old he had a bicycle accident. He was playing with 3 friends on a gravel road. They were racing their bikes to see who was the fastest.

One boy slipped on the gravel and his bike fell to the ground. Two boys went around him and didn't fall. My brother couldn't stop and he couldn't go around. His bike crashed, he flew through the air and fell on the gravel.

He was cut in 4 places, so his friends took him to the hospital. Two cuts were not serious, but two cuts needed stitches. My brother got 5 stitches on his head and 9 stitches on his arm.

My mother told him to be more careful next time, and not to play on the gravel road. But my brother didn't ride his bike again for about 10 days.

"A bicycle accident," cont'd

A

When my _____ was _____ years old he had a bicycle accident. He was playing with _____ friends on a gravel road. They were racing their bikes to see who was the fastest.

_____ boy slipped on the gravel and his bike fell to the ground. _____ boys went around him and didn't fall. My _____ couldn't stop and he couldn't go around. His _____ crashed, he flew through the air and fell on the gravel.

He was cut in _____ places, so his friends took him to the hospital. _____ cuts were not serious, but _____ cuts needed stitches. My brother got _____ stitches on his head and _____ stitches on his arm.

My _____ told him to be more careful next time, and not to play on the gravel road. But my brother didn't ride his bike again for about _____ days.

B

When _____ brother was 12 _____ _____ he had a bicycle _____. He was playing _____ 3 _____ on a gravel road. They were racing _____ bikes to see _____was the fastest.

One _____ slipped ____ _____ gravel and his bike fell to the ground. Two boys _____ around _____ and didn't fall. My brother _____ _____ and he couldn't _____ _____. His bike _____, he flew through the _____ and fell ____ _____ gravel.

He was cut in 4 places, so _____ _____ took him _____ _____ _____. Two cuts were _____ serious, but _____ _____ needed stitches. My brother got 5 stitches ____ _____ _____ and 9 stitches _____ _____ _____.

My _____ told him to be more _____ next time, and not to _____ on the gravel road. But my brother _____ _____ _____ _____ again for about 10 _____.

C

When my brother was _____ _____ _____ he _____ __ _____ _____. He _____ _____ _____ 3 friends on a gravel road. They were racing their bikes _____ _____ _____ _____ the _____.

_____ _____ slipped on the gravel and _____ _____ _____ _____ the _____. Two boys _____ _____ _____ and didn't fall. My brother _____ _____ and he _____ _____ _____. His bike crashed, he flew _____ _____ _____ and fell _____ _____ _____.

He was cut _____ _____ _____, so _____ friends _____ _____ _____ the _____. Two cuts _____ _____ _____, but two cuts _____ _____. My brother _____ _____ stitches _____ _____ _____ and _____ stitches _____ _____ _____.

My mother _____ him to _____ _____ _____ _____ _____, and _____ _____ _____ on the gravel road. But my brother _____ _____ _____ _____ _____ for about _____ _____.

BEST COPY AVAILABLE

From the field:

What every newcomer should know

Some students already have the information they need to survive here from family and friends, or from a sponsor or agency. Often, though, this is not the case and the ESL teacher is the main source of information they have. Even if you are not teaching "lifeskills" per se, you may want to run through this useful checklist to make sure your students are as informed as they should be.

1. Emergency calls

Do all your students know what 911 is for? (Do they also know that even if you dial 911 and hang up without saying anything, the police will still come?) In case of an emergency, do they know about translation services offered by some phone companies? AT&T's Language Line Services does translations for 140 languages by calling 1-800-528-5888. You can call and ask them to mail you advertisements so you can explain to your students how much it costs and how to use it.

2. Selective service requirement

Do your male students (ages 18-25) know that they must register with Selective Service (for the draft) even if they are not US citizens? Except for tourists and people on student visas there are very few exceptions. If they decide to become American citizens later they will have to document why if they didn't do it. (For details on exemptions: www.sss.gov)

3. Signatures

Do all your students know that a signature implies knowing how to write in cursive? You can't assume that a person who can read a textbook can also read and write cursive. Many countries, like Mexico, do not teach how to write this way. Any elementary school teacher can help you find books or posters with the cursive alphabet.

Also, do they understand that a signature is used for i.d. purposes and has to be consistent? When you cash a check, for instance, you might be asked to show a drivers license to verify the signature.

4. Easy mailing

Do all your students know that the mail carrier will take letters at the same time he or she delivers them? You may think it's obvious, but it's not. When I moved to Ft. Worth, it took me six months to realize I didn't need to drive to the post office every time I needed to mail a letter with the stamps already affixed! The day I found out, I swore I'd tell every foreigner I met for the rest of my life!

By the way, the US Postal Service has great teaching materials that they give away. Check them out! Once I requested a kit that had everything needed to run a school-wide post office.)

5. Phone book "Blue Pages"

Do all your students know how to find the phone number for local, state, and federal government agencies? Get some extra phone books and work through a few examples with them. Many agencies are hard to find unless you know the exact name and of course whether it is federal, state or city. How would a newcomer know this? They may want to create their own handwritten phone list for the time being.

6. Directory assistance

Do all your students know how to use directory assistance to find a U.S. number? (Do they know whether there's an extra charge for this?) Do they also know how to use directory assistance for 800 numbers? How to find the area code for a different city? Remember that there are several questions they must answer for the operator to find the right number.

Make an audio cassette with all the questions an operator would ask and practice with them how to find the number of a person or business in another city. This could lead to a lesson in phone bills!

7. Embassies

Do your students know the address and phone number of their country's embassy or consulate? Are they aware of the services that this office could provide them? Where would they find this information? Libraries will have resources, such as an almanac, that list the addresses, and on the Worldwide Web students can find not only the address and phone number but other information about the country at their embassy's site. *(By the way, a country's Mission to the United Nations will also have a website and these frequently post press releases on current events relating to that county.—Ed.)*

*—by **Veronica Donahue**, Coordinator at the Nelson Regional Migrant Education Program in Lovingston, Virginia.*

Ask them to write a letter to their embassy requesting information about all the services available. Teachers may want to inquire about maps at the tourism department of each country—maps and teaching materials might be available for free.

8. Public library

Do all your students have a library card? Many have told me that they wouldn't go into the library because they *didn't have a card*. Your library will be happy to arrange a tour for your students during a class period, and you can request library card applications for each of your students (probably they will need some i.d. for this so ask beforehand). Make sure your students know the library schedule and the rules there before you take them. Also, make sure the tour includes the ESL books, foreign language books if they have some, the kids books and the computers.

(Editor's note—I've always tried to encourage students to ask questions of librarians and use them as a resource. Next to ESL teachers, librarians are the greatest!)

9. Police procedures

Do all your students know how the law enforcement agencies keep criminal records? I've met many single men who believe that by moving to another state the police won't know about their DWI in the other state. Invite a police officer to speak and answer questions. Have some questions ready on a card for the "shy" students to read in case their aren't enough questions.

10. Junk mail

Have you done a junk mail class? Catalog order forms are great materials to increase vocabulary. Give them some play checks or money orders, a catalog, an envelope and ask them to order something they would like to buy.

You can also talk about contests, scams, and when *not* to send money (if something sounds too good to be true). A research question: How can you find out if a mail order company is reliable?

11. Worker's comp

You will do everyone a favor if you explain to your class that for workers' compensation the accident must be reported as soon as it happens. Many hard working ESL adults think the owner will be mad, or they don't have insurance so they go home and do not say a word until someone notices their eye is bleeding three days later. Do your students know anything about workers comp?

12. Notices from school/work

Do your students know how to distinguish important paperwork from their employer or their children's teacher? You would be surprised if we stacked up all the paperwork an elementary school teacher usually sends home; occasionally these are very important.

For a class project, bring *bright* 9x12 envelopes and have the students label them: "This material is really important. You must make sure someone translates or explains this to you before the following date _____." Then you can give them a copy of a letter that they can give their children's teacher or their employer so both have an agreement on how to use it.

Also, if your students have little children you can do another project—provide them with id bracelets like the ones given in a hospital. You can help them write their children's name, teacher's name, bus number, and other useful information. This is a wonderful thing to do the week before school starts.

About the author...

Veronica has been helping ESL adults from migrant families in central Virginia for the last four years. Each harvest season, she says, brings different men and families to the office but they usually have one of these same twelve questions.

She believes in helping people become independent by teaching them how to solve their problems by themselves. She frequently meets individuals and groups in the evening hours to answer questions, point people in the right direction, or give them the information they need to get started.

How about you?

If you've been teaching ESL for a while, you may be aware of some other questions that come up for newcomers. We thought of a couple:

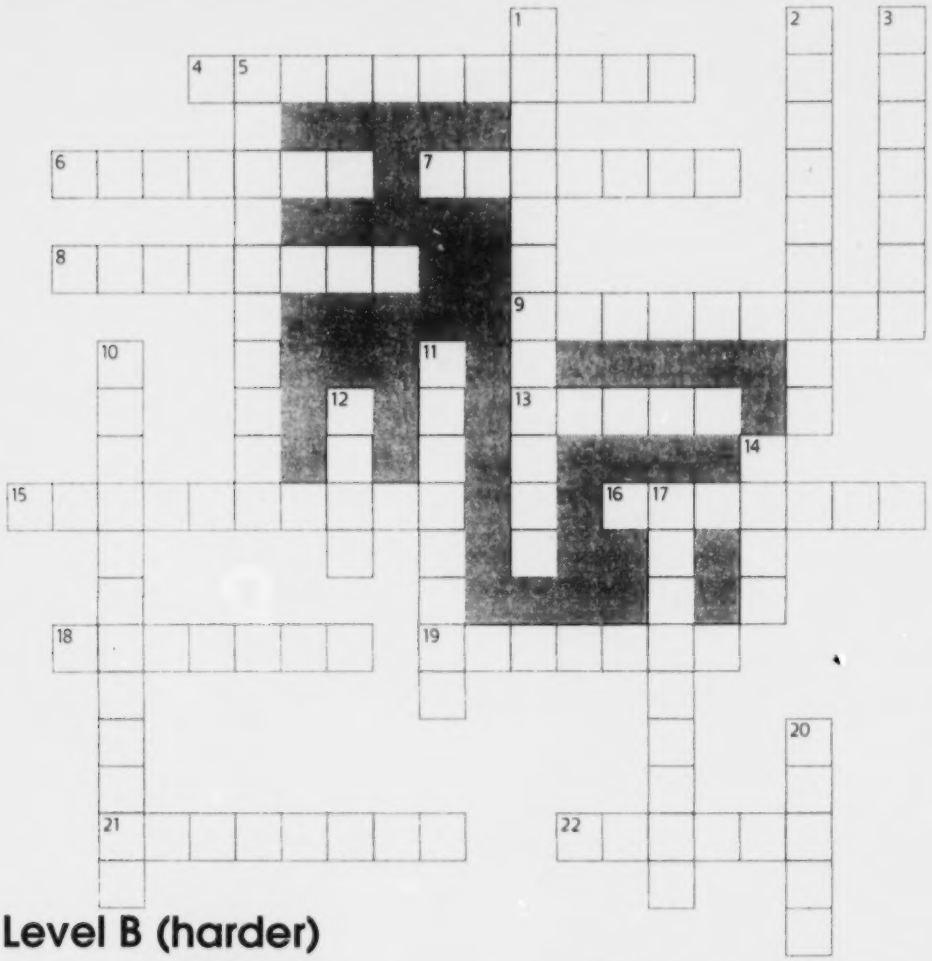
- Do students know when and how to file their **taxes**, and where they can get help doing so?
- For those living in northern states, do your students know the techniques needed to drive on **icy roads**? Where can they learn these?

We'd be pleased to hear from you if you have input on this!

BEST COPY AVAILABLE

Multi-level crossword puzzle:

Going to the hospital



Word list

ambulance
anesthetic
bill
checkup
disease
doctor
emergency
fill out
improve
insurance
nurse
patient
pharmacy
prescription
receptionist
relative
surgery
symptoms
tests
waiting room
wheelchair
xray

Level B (harder)

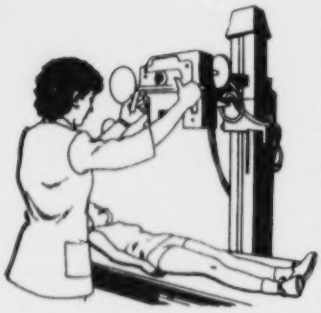
Across clues

4. Stay here until it's time to see the doctor.
6. Have an operation.
7. A _____ makes you sick, or ill.
8. A family member.
9. This will help you pay your medical bills.
13. The doctor will do some _____ to check your eyes and ears.
15. Transportation for people who can't walk.
16. A person who comes for medical treatment.
18. Write the answers on a form.
19. An examination by the doctor to see how you are doing.
21. The signs of your illness, like fever.
22. A medical professional.

Down clues

1. A note from the doctor to the pharmacy about medicine for you.
2. You need help very fast.
3. Get better.
5. Medicine to make you sleep during surgery.
10. The first person who greets the patients at the hospital.
11. Place to buy medicine.
12. A kind of photograph of your body.
14. A letter telling you how much to pay.
17. Fast transportation to the hospital.
20. A _____ takes care of sick people.

Level A (easier)



Across clues

4. John: "I'm here to see Dr. Matthews. I have an appointment for 10 o'clock." Receptionist: "Please have a seat in the _____ _____ . We'll call you when the doctor is ready."

6. Last year my father had _____ on his heart. He was in the hospital for a long time. Now he's doing fine.

7. Han: "What is the matter with your uncle?" Chu: "He has a _____ called malaria."

8. Receptionist: "Hello, this is Mercy Hospital." Student: "Hello, Can I speak to one of your patients, Michael Novak?" Receptionist: "Are you a _____?" Student: "No, I'm not, I'm his student. He's my English teacher."

9. Susanne: "I'm here to have some Xrays taken." Receptionist: "Can I see your _____ card please?"

13. The doctor is not sure what's wrong with me. He wants to do some _____ to find out.

15. When my mother came home from the hospital she was too sick to walk so the nurse brought her to the car in a _____ .

16. Receptionist: "Hello, this is Mercy Hospital." Student: "Yes, I'd like to speak to Michael Novak, please." Receptionist: "Is he a _____ here?" Student: "Yes, he had surgery yesterday."

18. Please _____ _____ these forms about your medical history.

19. Receptionist: "Are you here for surgery?" Patient: "No, I had surgery last week. Today I have to see the doctor for a _____ ."

21. Doctor: "Tell me about your _____ ." Patient: "I've had a bad cough for two weeks, and sometimes a fever."

22. The _____ told me to come back in three weeks for another checkup.

Down clues

1. Doctor: "I think that you need to take some medicine for about two weeks. I will write a _____ for you. You can take this to the pharmacy."

2. If someone is hurt in an accident, they will take him quickly to the _____ room at the hospital.

3. Jean: "I am sorry to hear you are sick. I hope that you feel better soon." Bill: "The doctor said my symptoms will _____ in about 7 days." Jean: "That's good."

5. Before the operation, the doctor will give you some _____ so you will sleep and not feel any pain.

10. When you get to the hospital, give your name to the _____ . That person will tell you where to go.

11. To get your medicine, you take this prescription to the _____ .

12. Mom: "Is my son's leg broken?" Doctor: I'm not sure. We'll have to take an _____ to see the bone clearly."

14. I thought my insurance was going to pay the doctor, but today I got a _____ in the mail. They want me to pay $500!

17. If you see an _____ on the street with flashing lights and a siren, please move your car out of the way. They are probably going to the hospital.

20. After my surgery, the _____ brought me something to drink. She watched me carefully until I was feeling better. Then she told me I could go home.

To the instructor: This puzzle may be a little harder than some of our others, as it is longer and the vocabulary a bit more challenging. To avoid getting any students discouraged, be sure to have copies of the word list ready for students who need that extra help.

Beginning students will also want to learn this vocabulary, but you might want to introduce it first to them with pictures and discussion, or with an easier lesson.

Tutors: If your student has health issues they would like to talk about this makes great conversation and learning material. Use your own judgement about whether this is an appropriate topic in case your student doesn't wish to share such personal information. In the right setting, though, most people like to talk about the time they broke their leg, etc.! You could start with a story about yourself or a family member.

BEST COPY AVAILABLE

Vocabulary activities:
Doctors in the dictionary

What kind of doctor is this?
Use your dictionary to find out which doctor does what kind of medicine.

1. pediatrician
2. anesthetist
3. dermatologist
4. dentist
5. orthopedist
6. gerontologist
7. gynecologist
8. psychiatrist
9. obstetrician
10. allergist
11. surgeon
12. radiologist

a. a doctor who works with Xrays
b. a bone doctor
c. a doctor who does operations
d. a doctor who takes care of teeth
e. a doctor for mental illness
f. a skin doctor
g. a children's doctor
h. a doctor for old people
i. a doctor for women
j. a doctor for pregnant women
k. a doctor who works with a surgeon
l. a doctor who helps people with allergies

Idiom practice

Fill in the missing word in each of these examples. (If you need some help, read the clues for the puzzle on page 9 to find some answers.)

1. Your finger may be broken. We'll have to take an Xray _____ your hand.
2. I'm taking my brother to the hospital. He's having surgery _____ his knee.
3. I'm worried about the pain in my shoulder. I think I should go _____ the doctor.
4. Before you talk to the doctor you have to fill _____ some forms.
5. I got a big doctor's bill _____ the mail today.
6. Last night my neighbor was very sick. His wife _____ him to the hospital.
7. The nurses in the hospital took good care _____ my daughter while she was sick.
8. What is the matter _____ your arm? It looks very red.
9. Tomorrow my father will come home _____ the hospital.
10. The doctor would like to see you again in six months _____ a checkup.

Tools & techniques:

Stand up if you're wearing red!

—contributed by ***Claire Russell****, Coordinator at La Comunidad Hispana in Kennett Square, Pennsylvania.*

Here's a easy game activity for beginning students. You simply ask students to stand up if they are wearing a certain color. (Having the colors to point to helps if the students are unsure about them.) Once everyone is really following, you can speed it up until it gets fast and silly, with students bobbing up and down.

If you have a more advanced student who is ready to try giving these commands you can have them lead a round of this too. (A list of colors on a card to choose from might help.)

Why it works

This little activity gives beginning students a chance to succeed by focussing on comprehending English before they have to produce some new language. It's a great first step in the process of learning.

See more ideas below!

About "Total Physical Response" (TPR)

This method of introducing language was originally designed for kids, but it works with adults too. Claire explains:

TPR is a very effective technique with beginners because it allows them to learn without having to produce language. The concept is simple: students follow commands that the teacher has demonstrated, thereby demonstrating learning.

On a very basic level, TPR involves a few steps:

1. Give a new command while modeling the action that corresponds with it.
2. Give the same command and have the students do the corresponding action with you.
3. Give the same command without doing the action, and watch to make sure the students follow.

Success

One of the most important things to remember about TPR is that it should give learners every opportunity to succeed! One of the main goals of TPR is to make learners feel they are accomplishing something very early on in their language learning.

Some simple commands you can teach with TPR:

- sit down
- close
- enter
- walk
- pick up
- take out
- turn around
- point to
- throw
- stand up
- touch the
- leave
- stop
- put down
- put away
- open
- give
- catch

TPR can also be used to teach direction words and prepositions such as:

- next to
- in front of
- left
- between
- behind
- right

Obviously, once students are comfortable with basic commands, you can expand upon them. For example, "walk" can become "walk slowly," "walk quickly" or "walk to the door."

Resources

If you are interested in learning more about this method look for books and articles by **James J. Asher**, who started this approach in the 1970's as a way to make language learning livelier and more real.

For activities based on this idea that you can use with your adult ESL students, check out **Operations in English** by Gail Nelson and Thomas Winters (ProLingua Associates 1-800-366-4775), The book includes 55 actions such as sending a fax or making a sandwich presented with step-by-step instructions. These can be used in a number of different language learning activities.

Minigrant award winner:
A Literacy Quilt

We thought you'd enjoy seeing the results of a literacy project by **Jenny Howard** of the Portage County Literacy Council in Stevens Point, Wisconsin.

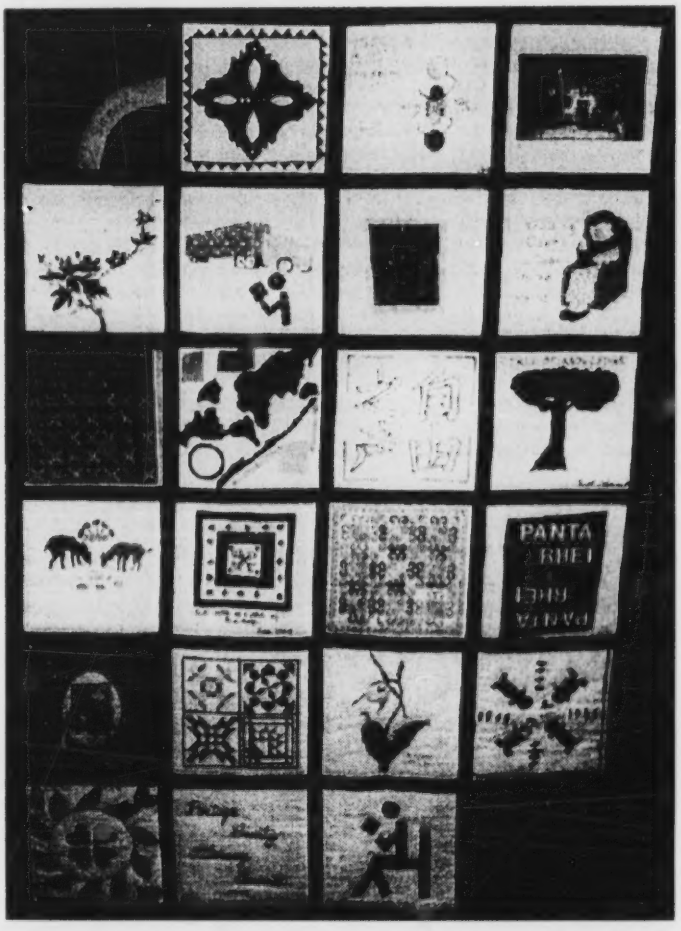
Thirteen students, including Hmong, German, Chinese, Taiwanese, one American student and their twelve tutors participated in the project. Both men and women, students and tutors, contributed to the quilt. Some of the students and tutors collaborated on a square. Each also wrote something about the square and about themselves.

With the help of a quilters' guild, the squares were pieced together and prepared for quilting, and many volunteer hours were contributed to the quilting.

The result is a real quilt, and a truly beautiful one, that has become an excellent advertisement for the Literacy Council, where it hangs on permanent display. It has also been displayed at the public library, a book store, the United Way banquet, and a statewide awards ceremony for new readers.

The display includes a poster with descriptions of each square and information about the maker. Jenny comments that the success of the display is that it shows their students (some of them refugees with very low literacy levels) as skilled craftspeople, and the students are proud to have their work on display.

Jenny is willing to share information about how this project was done to other groups who might like to make a quilt too. You can call her at the Literacy Council at 715-345-5341.



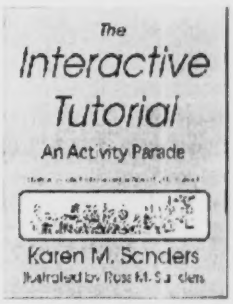
The completed Literacy Quilt. (We wish you could see the bright colors in this work of art!)

The quilt goes "on tour" to represent the Literacy Council.

BEST COPY AVAILABLE

On the market:
Reviews of useful ESL materials

"The Interactive Tutorial, An Activity Parade" *by Karen M. Sanders, illustrated by Ross M. Sanders (1998 ProLingua Associates). ISBN 0-86647-107-3*



If you're like us, when you hear the words 'photocopyable activities for the adult ESL/EFL student,' your fingers start to itch and you can't wait to see it, right? This book is a collection of over 50 simple, straightforward activities you can do with **one student**. They are easy, short activities suitable for beginners. (You could also use them as pair work in a regular classroom.)

Many of the activities are familiar, such as interviews about interests and personal information, guessing games, vocabulary card games, information gap activities and pictures for discussion. It's always useful to have lots of these on hand.

Several of the activities we thought were good ideas. For example, 'What is it?' (#57) a board game in which students pull miscellaneous objects out of a paper bag and have to talk about them. A vocabulary matching game (#36) has the students matching pictures to words in a domino-style format we've never seen before. 'A Balanced Diet' (#34) is a "Go Fish" style card game with food groups! This is a good idea, but we'd have the students collect one card from each group to win (rather than three of a kind). Finally, there are blank game forms at the end of the book which you can photocopy to design your own games.

A few of the drawings in the book may not be clear to your students. Line drawings are especially hard for new readers to interpret, so for these students you might spend some extra time talking about the pictures, or you could substitute some photos from a magazine, etc., and still play the game. On the other hand, 'Tool Box' (#54) has nine good drawings of tools that do-it-yourselfers might enjoy talking about.

"Dangerous English 2000! An Indispensable Guide for Language Learners and Others," *3rd Edition by Elizabeth Claire (1998 Delta Publishing Company). ISBN 1-887744-08-8*

Most of us probably aren't teaching language like this in the classroom—street language, insults, sexual terms, bathroom terms, terms for body parts, vulgarisms and other bad language. Yet every native speaker knows what they mean.

Since our students are adults, they are exposed to such terms and need to know what is meant by them, at the very least so that they can avoid offending people. We had a student ask us in class once about a phrase that was shouted at him at work and realized that we were totally unprepared to deal with such language questions! (We were able to tell him that the speaker was no doubt angry and possibly wanted a fight; we referred him to a fellow student of the same gender for more detailed explanation of the literal meaning.)

This book describes and explains just about any 'embarrassing' term that you can think of. It gives formal and common usage for many things as well as the slang and vulgar terms. We like the inclusion of euphemisms, which must be just as confusing to foreigners as the other terms (Have you every tried to teach your students a euphemism??). It also has a good section on medical terms for things men and women might need to talk to the doctor about.

Because the book is graphic, it's not for casual use but it's certainly a reference work that certain students will find useful. If you get this book, turn first to the "To the Teacher" section at the end for the author's thoughtful suggestions for how to approach this topic appropriately and without causing embarrassment to your self or your students.

BEST COPY AVAILABLE

"On the market," cont'd

"Very Easy True Stories, a Picture-based First Reader" *by Sandra Heyer (1998 Addison Wesley Longman). ISBN 0-201-34313-4*

If you teach beginning ESL literacy students, you know it isn't easy to find interesting stories for them at their level.

Sandra Heyer (who wrote four previous 'True Stories' texts at higher levels) has now written a book with 14 stories based on real adult human interest news items which are easy enough for beginners to read. Even zero-level students can work with this material.

The story items are interesting—like the story of the gorilla mother who rescued a human child, for example. This news event touched the hearts of everyone who heard about it, and here it is presented in a form your students can read and discuss. Other items include the story of a man who found $2,000 in his lunch bag and an 82-year-old woman who walks 8 miles home from work every day. All of these stories have some depth, yet the language is simple and clear.

For each story there is a pre-reading exercise (based on a drawing) to help students learn the new vocabulary. Next, you see the story in the form of a comic strip, with more than a dozen pictures that tell the story with captions underneath. Finally the story appears in regular text form along with a news photo. Each story is followed by some language learning exercises and a discussion activity.

The drawings that illustrate each story are excellent and not only make the story clear but also provide you and your students with plenty of material for learning and language practice.

The teaching tips at the front of the book are useful and encouraging for both experienced and inexperienced instructors. Both tutors and teachers will find this book useful for their beginning level students, and we think everyone will enjoy the stories.

News & notes

Another ESL newsletter

One of our long-time subscribers, Tracy Henninger-Chiang, has announced that she's launching a new ESL publication called "The English Teacher's Assistant." Like *Hands-on English*, this publication is dedicated to helping busy teachers with ready-to-use activities.

The first issue includes some interactive activities, pronunciation drills, a grammar activity, some journal ideas, a puzzle, book review and more. Curious? Call Tracy for a free sample, toll-free at 877-ESL-TEACH (375-8322) or visit their web site at www.ETAnewsletter.com

We're proud to see this great concept of practical newsletters for teachers start to spread. Who knows? It could be the wave of the future.

Audio and Video Resources for Adult ESL

Practical ESL Teaching Techniques. 4 audio cassettes in question- and-answer format provide recommended techniques for teaching the seven fundamental ESL skills: Listening, Speaking, Pronunciation, Reading, Writing, Vocabulary, and Grammar, $49.50. *Order #S07012.*

Video in the ESL Class. One-half hour video, book (175 pages), and 32-page Teacher's Manual provide specifics for getting the most out of video in the ESL class. Complete package, $124.50 *Order #SV7260.*

Index Cards for Guided Conversations. 250 multi-level 3" x 5" cards provide specific adult-level situations requiring dialog between students or students and teacher. Great for oral proficiency development and testing, $29.95. *Order #S04090.*

Satisfaction guaranteed or money promptly refunded. We have been serving the needs of language teachers since 1972. Order on credit card or purchase order by phone **1-800-243-1234**, fax (203) 453-9774, e-mail: 74537.550@compuserve.com, or write to address below. Ask for a free copy of our 20-page *ESL Catalog.*

AUDIO-FORUM
THE LANGUAGE SOURCE
Room C525, 96 Broad St., Guilford, CT 06437

Advertising

Thanks to these advertisers for their support of ***Hands-on English****!*

Are You a REAL teacher? Real teachers use REALIA!

Realia Kits for Language Learning

- PROPS TO DEMONSTRATE LANGUAGE CONCEPTS
- CONVENIENT, FUN, AND EASY TO USE
- GET CONCEPTS ACROSS EFFECTIVELY
- INCREASE LANGUAGE RETENTION
- STIMULATE STUDENT INVOLVEMENT

They'll Get It! Remember It! and Understand It!

FOR A FREE BROCHURE, CALL OR WRITE:
VOCATIONAL ENGLISH LANGUAGE SERVICE
71 OXBOW CREEK LANE LAGUNA HILLS, CA 92653
PHONE/FAX (714) 583-0555

Back issues of Hands-on English

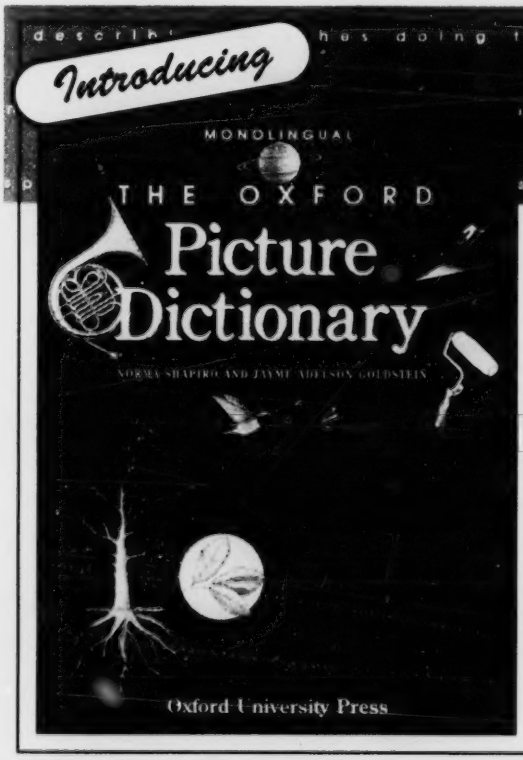
Hands-on English has back issues available for $5 each (10 or more only $4 each). You can request a descriptive list of these from our office, or access the list on our web site, http://www.4w.com/hoe

Our **six year index** for *Hands-on English* from 1991 – 1997 is available for $2.50. This useful tool will help you find the articles you are looking for!

Living in the United States, 4th Edition, by Raymond C. Clark and Ani Hawkinson (1996). This handy, inexpensive cultural-orientation handbook is written for foreign students, visitors and immigrants to the USA. $5.50 (ISBN 0-86647-097-2)

Pro Lingua Associates

Orders and information: 800-366-4775 or prolingu@sover.net



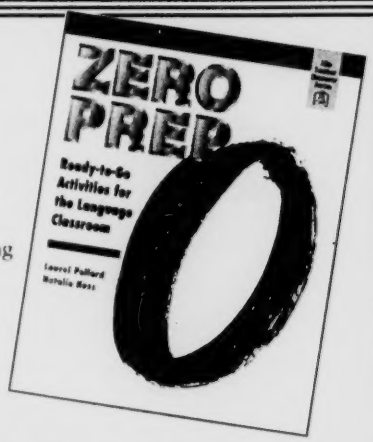
The *Dictionary*

- **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
- **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
- **Monolingual English**
  English/Spanish and **English/Chinese** editions of the *Dictionary* now available

Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us on the World Wide Web at: www.oup-usa.org/esl/

BEST COPY AVAILABLE

What every overworked language teacher has been waiting for — ZERO PREP!



Zero Prep is over 100 pages of exciting activities divided by language skills into user-friendly chapters and demanding zero preparation. ***Zero Prep*** features unique "routines" which can be done in dozens of various ways without extra preparation! There's tons of ideas for involving your language class in the daily chores of choosing passages, selecting vocabulary words, preparing questions, and analyzing their own errors so that you as a professional language teacher have more time for creative lesson planning and enjoying your students!

Alta knows you're a conscientious, hard-working teacher and invites you to relax.

Minimize teacher preparation time. • **Maximize** student responsibility.
Incorporate the activities of ***Zero Prep*** into your classes today!

$19.95

There is no other teacher resource book like it!
It can be used in any language classroom!

To order or request a free brochure, contact:

ALTA BOOK CENTER PUBLISHERS
14 ADRIAN COURT, BURLINGAME, CA 94010 USA
Phone: 800 ALTA/ESL or 650.692.1285 • Fax: 800 ALTA/FAX or 650.692.4654
Email: ALTAESL@AOL.COM

Hands-on **English**
A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS CORRECTION REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

May/June issue

Volume 8, Number 2 July/August 1998

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Hints & tips: 3

From the field: "Let's talk!" Bringing community and class together 4

Group work: 'Controversy cards' 6

Multi-level crossword puzzle: Storms and natural disasters 8

ESL game: Where do they live? A puzzle 10

Coversation activity: Oh, I'm sorry to hear that! 11

Tools & techniques: Dicto-comps 12

News & notes: 14

Editorial:
Summer teaching fun

We hope you're having a good summer so far! If you're taking a break from teaching now, we hope you get a change of scene, get relaxed and refreshed. If you are teaching this summer, as many of our readers do, we hope you'll find plenty of fresh ideas in this issue to make your teaching fun.

Summer means low stress

Summer is a good time to experiment with something new, to try out something different and see how your students react. Maybe it's because the days are longer (here in the Northern Hemisphere, anyway!) but even in a busy intensive English program, it seems like things slow down a bit in the summer. There's more time to talk about things and play around a bit.

Try making some changes and see what happens. Make a little change, like a new seating arrangement in the class, or a big change like going on a field trip. Find surprises for your students that will wake them up and get their interest. Try a new game, try finding things to laugh about with your students. This is another way to get refreshment in the summer!

Your teaching partners

Here's an idea for summer—try a bunch of different games, and ask your students to evaluate them for you. Which ones do they like? Which ones would they recommend for children? Which ones would be best for ESL students? Which ones do they find the most educational? Perhaps they know some games to teach you. This is a wonderful way for you to expand your teaching repertoire. It is also a way to expand your relationship with the students into one of partnership, where their feedback and their opinions help to guide some teaching decisions and create a better learning environment.

Learning as a topic

Think of your adult students as colleagues, who have as much interest in the learning process as you do. Take some time to talk about this topic of mutual interest, listening to their opinions about learning and explaining yours. Remember that discussing this process together can benefit both the students and you.

Happy teaching! —the Editor.

Coming next issue:

A special, e x p a n d e d issue for fall. More of everything!

FL801304

19

BEST COPY AVAILABLE

Hands-on English

Volume 8, Number 2
July/August 1998

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1998 Hands-on English
(Some images are © www.arttoday.com and are used here with permission.)

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage & handling: Included in U.S. orders. Canada and Mexico add $4; outside N. America add $10. Single copies of back issues are $5 each.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Consulting editor: Karen Campbell
Grants Manager: Peter Dowben

Address correspondence to the editor at:
Hands-on English
P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call-in (U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Advertising

We are pleased to bring you advertisements from high-quality publishers in the field as a good source of information on materials. Ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there each month, written expressly for you and your students!

See you there!

Your editor, Anna Silliman, is always pleased to hear from our readers!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ❍ home/ ❍ work
I enclose:

$21 – **Individual rate**
(Permission to photocopy for your own students)

$28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

_____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Countries outside N. America add $10.

Name:_____

Place (if work): _____

Street (or P.O. Box): _____

City/State/Zip: _____

✓ Check one: New subscription Renewal

8-1

BEST COPY AVAILABLE

Letters

...cards, email messages & calls

A success story

This response comes from a teacher who used a current events activity on our website:

"The 'Countries in the News' reading activity [May 98, at www.4w.com/hoe] was a fantastic unifier in the mixed group of adults who are in my welfare-to-work classroom. At present there is only one ESL student, a shy, older gentleman from Russia who needs lots of practice with the spoken language. Other students leaned very heavily on him for the geography skills needed to complete the activity. Everyone learned and gained from the interaction provided through the newspaper and map searches. Here's hoping you'll have more activities like this!"

Nancy Frey
Wilkes-Barre, PA

An 'aha!' experience

"I want to tell you how much I appreciate *Hands-on English*. I always read it immediately cover to cover. I say "Aha!" I say "Of course, why didn't I think of that?" I always find an idea I can apply immediately, whether it is a content lesson or a style of approach. Your magazine adds greatly to the fun of teaching. Thank you for all you do."

Lori Adams
Chico, CA

In our opinion, if you're having fun that's the best sign you're in the right business. –Editor.

Hints & tips

***Sharlene Richards**, who teaches for the Adult Probation Department in Phoenix, Arizona, shares two simple teaching activities that work in multi-level classrooms.*

A pattern chart

Using *Land's End* catalogs, or whatever is available showing lots of clothing pictures, have small groups work together with a sheet of chart paper. Each group is looking for specific patterns to paste onto their paper. This is our chance to learn about *stripes, plaids, florals, solids, polka dots*, and *checks*. These papers are then used for reference as we describe clothing and materials.

What's the difference?

Check newspapers for a puzzle having two panels showing the same picture but with subtle differences. I use *Hocus-Focus* by Henry Boltinoff. Students need to find the differences and explain or write about them. The different levels might go from one word descriptions to complete sentences of explanation.

*Editor's note: Sharon is right that these almost-identical pictures make a good language learning exercise. There are some materials just like this written specifically for ESL—one is called **Look Again Pictures** by Judy Winn-Bell Olsen (1984 Alemany Press / Prentice Hall Regents). Another such book is **Spot the Differences Puzzles for Language Learning Fun** by John Chabot (Full Blast Productions; available through Delta Systems Co.).*

Find someone who...revised

***Judy Gex** sends us these variations on the old survey activity in which students find out about each other by matching some items on a list with the right person's name; 'someone who plays the piano,' for instance. Judy writes:*

"I buy those postcard books of famous women, African Americans, or calendars of well-known people. I put them up as a bulletin board display with information about each person under their pictures. Then I send students to look at the pictures and answer questions like: Find someone who...read a poem at President Clinton's Inauguration? ...led over 300 people out of slavery in the South to freedom?

"If I have pictures of musicians, I also try to put tapes of their music around so that students can associate the sounds with the photos. With postcards and maps, I make bulletin board displays of places. Then the activity is: Find someplace where...

"These are good ways to bring content material into the language learning classroom."

BEST COPY AVAILABLE

From the field:

"Let's talk!" Bringing community and class together

Jack Bailey wanted his adult ESL students to get more practice using their English. When he took a survey, he discovered less than 10% were using English outside of class! There seemed to be a need for some kind of bridge between the students and the community—and the result was this conversation workshop. We think you'll be inspired by this model project!

"Let's Talk!", a conversation workshop, is offered three nights a week as a non-credit adult education class. It is open to ESL students and to fluent English speakers, who might also be students, or they might be members of the community.

One purpose of the course is to give the ESL learners practice using their English, and to increase their confidence in speaking with strangers. Another purpose is give community members a chance to meet people from other countries. For everybody, it is a chance to relate on an individual level and break down stereotypes.

Preparation

Before the course can begin, some fluent English speakers have to be recruited. This can be a lot of work at first, but later the project spreads by word of mouth and it is easier to find these people. *(See 'How to recruit,' next page.)*

Volunteers are given some tips ahead of time on interacting with the ESL students—for example to speak a little more slowly than usual and to be patient in waiting for replies. However, they are not expected to act as tutors! They are invited to the class to act as participants, and are told to expect they will learn as much as the students do.

The instructor prepares some discussion worksheets on a variety of social and cultural topics. For example, sports, food, weather, TV, education, family, relationships, gender differences, etc. Each worksheet includes a dozen or so questions to stimulate the conversation, some vocabulary that might be needed, and some idioms or proverbs on the same topic.

The worksheets provide a good format for guiding the discussion and an easy way to make sure everyone gets to participate, but often they just provide a starting point for whatever each group wants to talk about.

The students prepare for the course by getting some tips on asking questions and on how to encourage others to participate in a group discussion.

A typical class

The students and visitors arrive around 5:15 pm. The first few minutes are for organizational matters—everyone gets a name tag, picks up a worksheet and reads it through, and takes a seat around the room in twos or threes, and a volunteer takes a seat with each of the groups. They introduce themselves and then begin discussing the theme for the day. The group can go through the list of questions and let each person respond to start with; later they may think of their own questions to ask.

On a given night there might be 30 or so people in the class, around 10 of whom are volunteers from the community. They all talk for 35 or 40 minutes, then take a 15 minute break for coffee or snacks. After the break, the groups move around so they have a chance to meet new faces. The new groups might discuss the same theme as before, or they might choose to go on to something else instead.

After the second 35–40 minute session, there are usually some announcements, and by 7:00 the class is over.

End of the quarter

Every 10 weeks the students fill out a feedback form to help evaluate the course. The students suggest topics they would be interested in discussing in future classes. They often comment that they want more correction of their English. This is not really the purpose of the course, but the instructor does need to take this concern into account.

The course is judged a success, because people keep showing up for it! The volunteers usually comment that it was a pleasure to be there, and they are impressed to see how much the students want to learn.

Finally, there is a potluck dinner at the end of the quarter, at which everyone is recognized for participating.

*by **Jack Bailey**, ESL instructor at Santa Barbara Adult Education, Santa Barbara, California.*

How to recruit community volunteers

1. Ongoing advertisements in the "Community" section of both daily and weekly newspapers. *Advantages:* Free, low maintenance, read by many different kinds of people. *Disadvantages:* Need to effectively screen for appropriate candidates.
2. Presentations, 5 to 10 minutes, to other language classes taught through your school. *Advantages*: Great response, opportunity to personalize class, opportunity to answer questions on the spot, audience already understands language learning, audience tends to be culturally curious. *Disadvantages*: Need to check with instructor beforehand, time consuming!
3. Flyers with class information. *Advantages*: Easy to post all over city, low maintenance after initial posting. *Disadvantages*: Can be time consuming.
4. Advertisement in the schedule of classes. *Advantages*: Great response, low maintenance, directed toward those already interested in adult ed programs.
5. Radio announcement on public radio's "Community Calendar." *Advantage*: Widest audience. *Disadvantage*: Only plays a few times a quarter.
6. Friends! *Advantages*: Captive audience, no screening necessary because you know them. *Disadvantage*: Friends might feel guilty around you if they don't come.
7. Volunteer/community outreach office. *Advantage*: they may have a huge list of names. *Disadvantage*: Virtually no response!

Let's Talk about Television...

I. Questions

1. How much television do you watch everyday?
   is this typical for people from your country?
2. What are some shows you like to watch? Are they comedies, educational, informational, realistic, dramatic etc.?
3. Do you like televised sports? Why or why not?
4. Do you usually watch the news? Why or why not?
5. What kind of TV programs are missing from American TV?
6. What shows would you like to see off the air? Why? What specifically don't you like about them?
7. Are there any subjects that shouldn't be shown on TV?
8. Do think T. V. programs can influence people's actions?
   (i.e. Can violent shows make people more violent?)
9. Does your government have any control over TV programming?
10. Compare and contrast American television with another country. Think about the following aspects:

    a. types of programs
    b. censorship
    c. numbers of channels
    d. who watches what
    e. most popular shows
    f. news reporting
    g. cable access etc.

II. **Vocabulary**

Cable B/W Game show Talk show Cartoon Soap opera
Documentary Drama Commercial Series The remote Situation comedies

Infomercial Mystery TV Guide Live Pre-recorded Reruns
Neilson Ratings TV set Broadcast Network Pay TV To televise / air

III. Special Expressions / Idioms

"Glued to the tube" "Coach potato" "The tube" "Home Shopping Network"
"Idiot box" "Horror flick" "Tearjerker" "Channel surfing"
"Primetime"

F.Y.I. - Did you know that only 1.6 percent of American households don't have a TV? That's less than those that don't have a phone!!!

Here's one of the worksheets used in the conversation workshop. You can find lots more of these, plus further information about the course at Jack's ***Let's Talk*** *web page:* http://www.x!rn.ucsb.edu./~jbailey/talk.htm

BEST COPY AVAILABLE

Group activity:

'Controversy cards' spark interest

Here is a conversation activity that will really get your students talking about some important issues. Students at all levels can participate. Once they are warmed up and talking, you can continue with a writing activity on the same topics.

Preparation

The discussion part of this activity works best if your students sit in groups of 3 or 4. Make enough photocopies of the cards on the next page so that each group will have a set. Cut up each set and clip them together.

Have a timer with a bell, or some kind of noise-maker to signal the groups when it's time to change topics.

How to do it

Have the students sit in groups of 3 or 4. Give each group a set of the cards, keeping them face down on the desk. Explain to the students that they will be talking about what is on the cards, but they can only talk for one minute! When they see a card, they should respond by saying, "I agree with this statement because. . ." or "I disagree with this statement because. . ." (Write these two sentence starters on the board to help guide the students' responses.)

If you like you can show the students an example before they start. Write one on the board, such as "Chinese is more difficult than English," or, "Soccer is a better sport than baseball." Solicit responses from the class. Next, remind the students that when one minute is up they must draw a new card, then have them begin.

In our experience students will join eagerly into discussing these cards. You can circulate around the room to help explain any words they don't understand. There are 12 cards, so this part of activity won't take very long. If the students are really engaged in their discussions, though, sometimes we "cheat" a little and quietly give them an extra minute before drawing the next card.

Now do some writing

When the conversations are finished, ask each student to select one of the cards to write about. Give them a fixed length of time to write (10 or 15 minutes), and ask them to begin with "I agree because..." or "I disagree because..." just as they did before in the conversation groups.

If you have any students with limited writing skills, you can ask them to dictate their response while you write it for them.

Exchange papers

When they are finished writing, make sure students sign their papers. Collect all the papers, shuffle them and redistribute them to the students, making sure no one gets their own paper. Now, ask the students to read the paper they got, then respond to it in writing with "I agree with you because..." or "I don't agree with you because..."

When the responses are finished, each paper should go back to the original author, who will read it, and respond if there is enough time.

One problem that sometimes occurs is that students can't read each others' writing, and they get frustrated when this happens. Try to move quickly around the room assisting with any deciphering that is necessary. If the *idea* in the writing is not clear, however, you might recommend the student inquire about the meaning in writing.

Advanced students

If you have advanced students, a variation you can try is to have each student flip a coin to determine the answer. That is, heads for 'yes' and tails for 'no.' Then, they draw a controversy card and have to respond with that answer (whether they agree with it or not!). You can do this both for the speaking part and the writing part. This gives the students good practice in formulating an argument.

Why it works

Everyone loves giving their opinion about things, but our students don't often get a chance to voice their thoughts on current, adult issues. This activity gives them a structured format in which to do so. Even students with limited language skills can participate!

The speaking/listening and reading/writing parts of this activity reinforce each other, giving some practice in each skill.

Want more topics?

We published this same activity with different topics in the July/August 1991 issue (Vol. 1, No. 2, page 11).

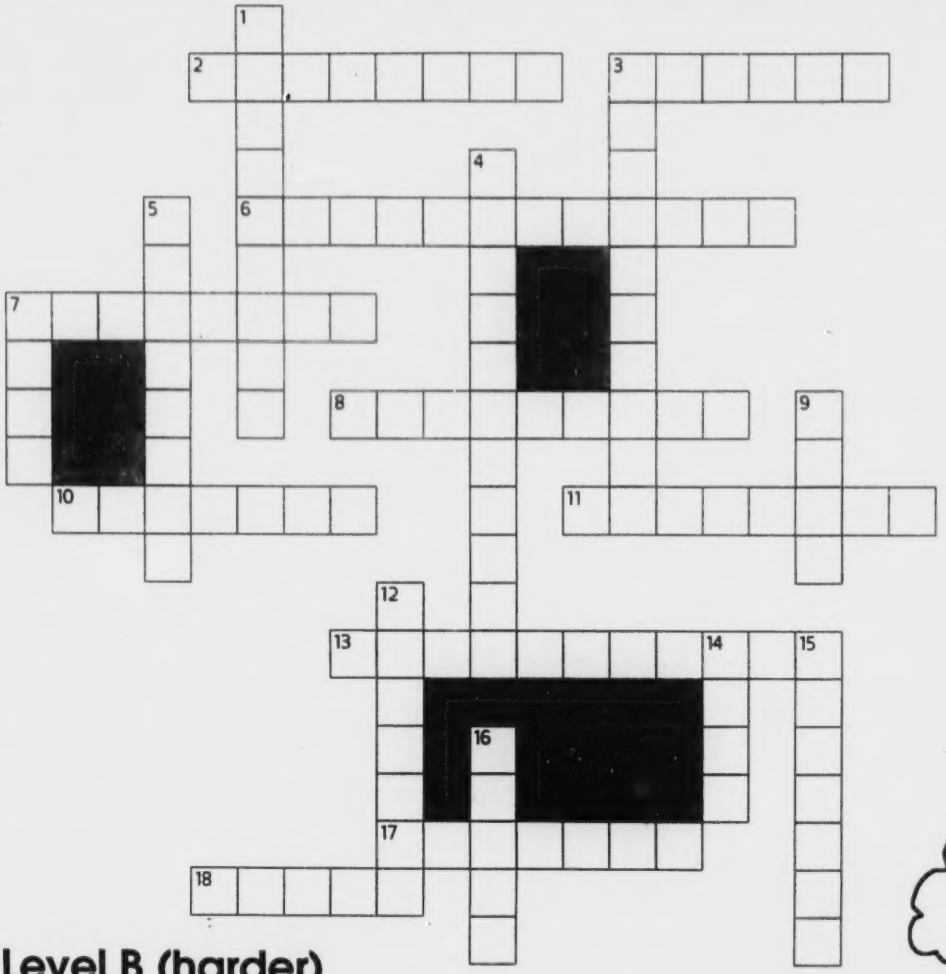
Also, on our web site the July current events activity is also about 'controversy cards,' but the topics relate to current news items. See: www.4w.com/hoe

'Controversy cards,' cont'd...

Smoking cigarettes should be illegal.	Some day there will be a nuclear war.
It is better for children to learn two languages when they are young.	People are the same everywhere in the world.
You can learn English by watching TV.	In the future there will be a cure for cancer.
Women work harder than men.	There is too much violence on TV.
There is no way to stop illegal drugs in this country.	Everyone should have a religion.
Eating meat is dangerous.	Children should never have guns.

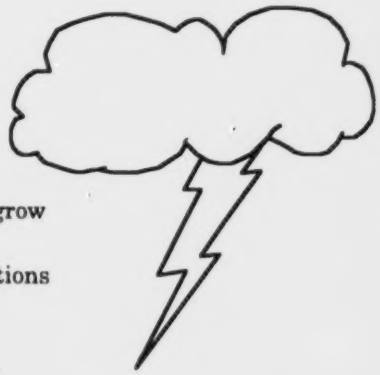
Multi-level crossword puzzle:

Storms and natural disasters



Word list

blizzard
disaster
drought
earthquake
El Niño
flood
forest fires
hail
humidity
hurricane
lightning
radio
rain
Red Cross
shelter
snow
temperature
thunderstorm
tornado
warning



Level B (harder)

Across clues

2. A very bad accident is called a _____.
3. This is the name of a weather pattern that happens every few years.
6. This kind of storm makes a frightening noise.
7. The amount of water in the air is the _____.
8. This kind of storm occurs frequently on the east coast of the U.S.
10. If a storm is coming, the weather forecast will give you a _____.
11. This is a relief agency that helps people in disasters.
13. It is difficult to stop the _____ _____ in Florida because the weather there is so dry.
17. A _____ means too little rain to grow crops.
18. This is important for communications in stormy weather.

Down clues

1. You see this in an electrical storm.
3. This disaster is not caused by weather.
4. A measure of heat or cold is the ____.
5. A severe winter storm.
7. An ice-storm in summer is a ____ storm.
9. Winter precipitation.
12. This storm is sometimes called a "twister," because it moves in a circle.
14. Summer precipitation.
15. A safe place for people to go.
16. High water.

Level A (easier)

Across clues

2. If many homes and buildings are damaged in one place, this is called a _____ area.
3. Scientists say some of the bad weather this year is caused by ___ _____ .
6. This kind of storm makes a very loud noise.
7. The air feels damp because the _____ is high.
8. This kind of storm has very strong winds for a long time.
10. If bad weather is coming, you will hear a _____ on the TV or radio.
11. The ___ _____ is a volunteer organization that brings help to places where there is big trouble.
13. Many trees are burning in Mexico, and in Florida. These are called ___ ___ .
17. If there is not enough rain for a long time, the ground will be too dry. This is called a _____ .
18. If the weather looks bad, you should listen to the _____ for news about the storm.

Down clues

1. If you see a bright flash of light in the sky, it is probably _____ .
3. When this happens, the ground moves and buildings can fall.
4. The _____ went up to 100 degrees today. It's a record!
5. When a lot of snow falls very quickly, this is called a _____ .
7. Sometimes many pieces of ice fall from the sky, even in summer. This is called _____ .
9. In summer it often rains, but you will never see _____ except in winter.
12. This dangerous storm can come very suddenly out of the sky. It can damage or destroy houses.
14. When a lot of water falls from the sky, this is called a _____ storm.
15. If their home is damaged, people can go to a _____ until it is safe to go back.
16. If there is too much rain, the river will _____ and water will damage houses and crops.

Note to the instructor:

There is quite a bit of difficult vocabulary in this puzzle, so Level A may not seem all that "easy." But because there are currently many stories in the news about storms and disasters, we think your students will be interested enough in the topic to learn this vocabulary. You can use newspaper and magazine articles to illustrate the puzzle, or as a follow-up reading activity.

BEST COPY AVAILABLE

ESL game:
Where do they live?

Here is a puzzle for your students to solve. It is designed to be easy enough for your beginning and literacy level students; later they can make it more challenging by making up their own clues for a new puzzle.

For literacy level students, write the first names of the six characters on the board. Give the students a copy of the blank grid only, and have them listen while you read each clue.

Listen and write

As the students listen, they write each name on the correct window where the character lives. For beginners, you can follow this up with some questions: i.e., 'Where does Carlos live?' which the students can answer by referring to their completed grid.

Read and write

After they have listened and solved the puzzle, they can repeat it using the written clues instead. To do this, have students turn their papers over and draw the same grid again on the back. Now hand out copies of the clues that have been cut into strips. The students pass the strips around, read each clue one at a time and solve the puzzle again. (If you have a large class, they can do this in pairs, or you can put the clues up on the board or overhead projector for the students to read.)

Make a new game

Now comes the fun part! For some students the first two steps were probably easy. Now they will make their own puzzle and try it with a partner. Hand out some more copies of the blank grid. Have students sit in pairs, and tell each of them to choose six students from the class (or six people they know) and write those names on their grid, *without showing it to the other student!*

Students now take turns presenting their puzzle to each other. One student talks, the other writes the answers on a blank grid. The student who is writing can ask questions as they go along. When they are finished, they compare grids to see if they solved the puzzle correctly.

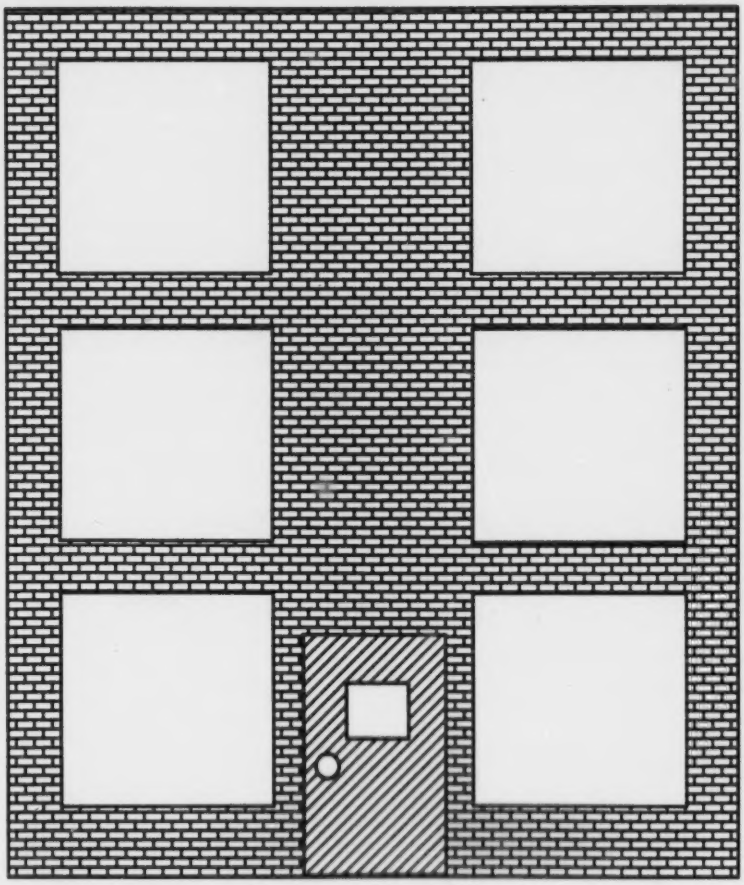
Why it works

Students get to practice listening, reading, writing and speaking while doing this activity. They also get to use some of their individual creativity when designing their own version.

Tutors, too—This activity will work well with one student. For more advanced students, you could try it with a grid of nine apartments instead. Have fun!

1. Jim Jones lives on the first floor, on the left.
2. Susan Smith lives on the second floor, above Jim.
3. Huang Lee lives next door to Jim.
4. Maria Costa lives on the third floor, on the right.
5. Len Novak is Susan's next door neighbor.
6. Carlos Fisher lives next door to Maria.

Six ESL students live in this building. Where do they live? Write each name on the apartment window.



Conversation activity:

Oh, I'm sorry to hear that!

This activity will be useful for any level of student! For real beginners, try teaching fewer phrases at first. Advanced students can expand and describe their "problems" in more detail.

Giving sympathetic responses

Here's a fun speaking activity to help your students practice what to say when things go wrong. Native speakers use these expressions frequently—they are a way to show concern for someone's problem. If your students learn to use these, they will sound like fluent speakers!

First, explain to the students that when something bad happens to someone we usually want to respond in a friendly way, and we ask the person to talk more about the problem. There are a few useful phrases that we use all the time for this purpose.

Teach the students how to say the phrases below, and talk about their meaning. If you know some other expressions like this, you can add them to the list.

Next, explain that each student will get a role card with a problem on it. Have the students draw a card from the group below and make sure they understand their cards.

It would be interesting to add some cards to this list with real problems and issues your students know about. You could also add some items from real news events, for example, "Frank Sinatra died today," or whatever is currently in the news.

Now, present a dialog like the one below as a sample conversation:

Student 1—Hi, Maria, what's the matter?
Student 2—My brother had a bicycle accident.
S1—Oh, that's too bad! What happened?
S2—He was racing with two other boys and he fell.
S1—I'm sorry to hear that. Is he OK now?
S2—Yes, he went to the hospital but now he's home. His leg hurts but he's OK.
S1—I hope he gets better soon.
S2—Thank you.

Have the students assume their roles and begin some conversations in pairs. Once they have finished a conversation, it will be very beneficial (especially for beginners) to have them change partners and repeat the same exercise. Each conversation will be slightly different, and will give students more practice in responding naturally.

Oh, that's too bad!
I didn't know that!
I'm sorry to hear that.
That's terrible!

Tell me more about it.
What happened?

Is there anything I can do?
What are you going to do?
Is he/she/it OK now?

I hope. . . you get better soon.
he gets better soon.
it's better next time.

My car broke down on the way to school.	I failed my driving test.	I lost my job.
My neighbor lost her cat.	I lost my English book.	My teacher has the flu.
My mother is sick.	I have a bad headache.	The dentist told me I have a bad tooth.
My foot hurts.	My father-in-law is in the hospital.	My brother had a bicycle accident.

Tools & techniques:
Dicto-comps—for listening, speaking & grammar

Mario Rinvolucri describes one way to work with this technique in his book *Grammar Games*, and also in *Dictations: New Methods, New Possibilities* (which he wrote with Paul Davis). I've added a few adaptations of my own to his basic idea.

Students enjoy doing a dicto-comp, and it helps them remember the lesson. While I have done many dicto-comp lessons with poems, I have also done them with paragraphs telling a short story from a traditional West African textbook before allowing the students to open the book and check their work. Students are delightfully surprised that they know the lesson already by practicing it while completing the dicto-comp.

Here's how to do it:

1. Ask the students to get a piece of paper and a pencil ready to work. Tell them to put these down on the desk, fold their hands and just listen.

2. Read the dicto-comp passage once at a normal speed while they listen.

3. Read the dicto-comp passage again at a normal speed while they write. Do not repeat anything.

4. Ask them to get into groups of three and compare what they caught of your dictation.

5. When they are finished reconstructing what they can, tell them to send one member of their group to each of the three lists you have taped on the wall at different parts of the room. The lists have numbered lines. One list includes all the nouns and pronouns. A second list includes all the verbs. The third list gives all the other words.

6. When the three members regroup after seeing the lists, they should be able to completely reconstruct the passage.

I've used this technique in both big and small classes. When I used it in a class of about 120 students in West Africa, I made two copies in big letters on newsprint of each of the three lists so that the number of students around each list was not unnecessarily unwieldy.

Try some poems

Dicto-comps are a great way to introduce poetry. Two poems I have used with my students include "Life has loveliness to sell" by Sara Teasdale, and "The Moon's the North Wind's Cooky" by Vachel Lindsay.

You can find lots of poetry on the Internet. One source for modern poetry that would be of interest to advanced students is The Internet Poetry Archive at the University of North Carolina:

http://sunsite.unc.edu/dykki/poetry

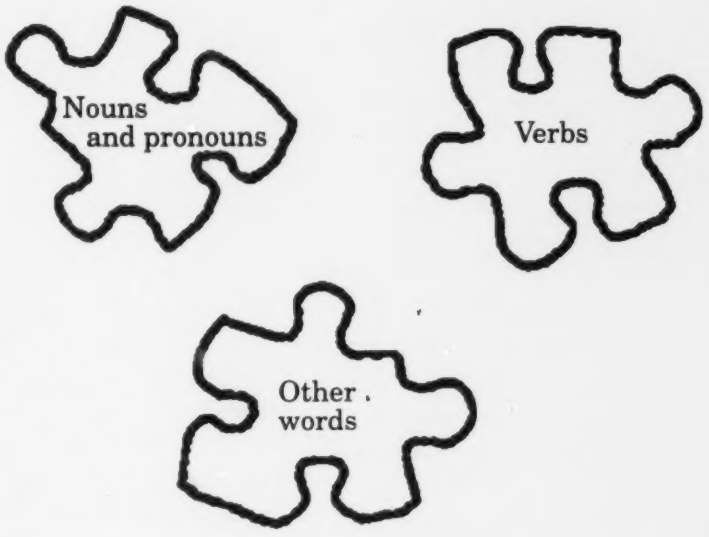
One ESL teacher's site that has lots of poetry ideas is Leslie Opp-Beckman's PIZAZZ, http://darkwing.uoregon.edu/~leslieob/pizzaz.html

Why it works

The students reconstruct a text as if it were a puzzle, using clues from several sources. Once the task is finished, they will know the text well.

Unlike a dictation, which works best when students are already familiar with the text, a dicto-comp can be used to introduce new material.

*—by **Judy Gex**, ESL instructor at LaGuardia Community College, New York, NY.*



. . .a sample dicto-comp

A student was doing his homework on the computer. He got up to get something to drink, and when he came back, something was wrong with the computer. He called his friend. "Look," he said anxiously, "My text is gone."

His friend noticed a dictionary leaning on the keyboard. "Your text is still there," he laughed, "but your dictionary has been typing spaces for you." The student's homework now had three pages of spaces.

Nouns and pronouns:

1. student his homework computer.

2. He something , he , something computer.

3. He his friend. he , "My text ."

4. His friend dictionary keyboard.

5. "Your text ," he , " your dictionary spaces you."

6. homework pages spaces.

Verbs:

1. was doing .

2. got up get drink, came , was .

3. called . "Look," said , " is gone."

4. noticed leaning .

5. " is ," laughed, " has been typing ."

6. had .

Other words:

1. A on the .

2. to to , and when back, wrong with the .

3. . " ," anxiously, " ."

4. a on the .

5. " still there," , "but for ."

6. The student's now three of .

News & notes

Teach English overseas?

For those considering looking for jobs overseas, a new newsletter called *TEFL Connection* offers advice and job listings. A subscription to a US address is $20 per year. $30 outside the US.

Tom Nixon is the editor; you can write to him at 3354 N Berlin Ave, Fresno, CA 93722 USA, or you can visit their website at: www.TeachEFL.com

Upcoming conferences

Many TESOL affiliate conferences will be held this fall. In brief, they are:

September 25–26, 1998—**Wisconsin TESOL** (in Eau Claire)
October 1–3, 1998—**Southeast TESOL** Regional conference (in Louisville, Ky.)
October 3, 1998—**TexTESOL II** (in San Antonio, Texas)
October 9–10, **Mid-America TESOL** (in St. Louis, Missouri)
October 15–17, 1998— **Rocky Mountain Regional TESOL** (in Tucson, Ariz.)
October 15–18, 1998, **Mexico TESOL** (in Guadalajara)
October 16–17, 1998—**TexTESOL IV** (in Houston, Texas)
October 17, 1998—**Michigan TESOL** (in East Lansing)
October 30–31, 1998—**Ohio TESOL** (in Columbus)
November 6–7, 1998—**TexTESOL State** Conference (in Arlington, Tx.)
November 13–14, 1998—**WAESOL** conference (in Tacoma, Wash.)
November 19–21, 1998—**TESL Ontario** conference (in Toronto)

For more details on these conferences, check the TESOL website which has a complete listing of all TESOL affiliates, with links to those that have web pages. Go to:
http://www.tesol.edu/isaffil/affil/list.html
and look for your state or region.

Or, try an old-fashioned phone call to the *Hands-on English* office and we'll pass along any information we have.

Advertising

Listen and Write

100 multi-level reproducible dictation exercises. Mini-stories based on grammatical structures and phonics. Available for $19.95 from:

Rattle OK Publications
P.O. Box 5614
Napa CA 94581-0614

Free sample? Call 1-800-253-8085

The Interactive Tutorial, An Activity Parade: Photocopyable Activities for the Adult ESL/EFL Student, by Karen M. Sanders (1998). 57 fun activities for student and tutor.; each involves communicative tasks. Game forms, boards, cards and picture cubes are provided in photocopyable format. $23. (ISBN 0-86647-107-3)

Pro Lingua Associates
Orders and information: 800-366-4775 or prolingu@sover.net

Are You a REAL teacher?
Real teachers use REALIA!

Realia Kits for Language Learning

- PROPS TO DEMONSTRATE LANGUAGE CONCEPTS
- CONVENIENT, FUN, AND EASY TO USE
- GET CONCEPTS ACROSS EFFECTIVELY
- INCREASE LANGUAGE RETENTION
- STIMULATE STUDENT INVOLVEMENT

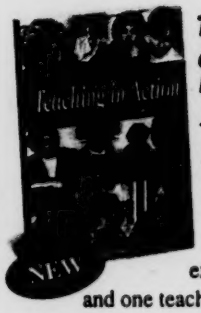
They'll Get It!
Remember It!
and Understand It!

FOR A FREE BROCHURE, CALL OR WRITE:
VOCATIONAL ENGLISH LANGUAGE SERVICE
71 OXBOW CREEK LANE LAGUNA HILLS, CA 92653
PHONE/FAX (714) 583-0555

Teachers of English to Speakers of Other Languages, Inc.

Lessons by and for language teachers

—Case studies and classroom activities from TESOL—



Teaching in Action
Case Studies From Second Language Classrooms
Jack C. Richards, Editor

How do teachers resolve the challenges of language teaching? This collection of 76 case studies explores many issues that teachers commonly experience. Each study examines the context and problem that occurred and one teacher's response. It concludes with a reflection by an outside educator who analyzes the teacher's resolution.

Sections address teaching mixed-level classes, introducing curriculum innovations, affective factors, teaching reading, writing, speaking, and much more. This book is an excellent source of ideas for teachers and teachers-in-training.

411 pp., ISBN 0-939791-73-0. US$29.95 (TESOL member $26.95) + S/H.

New Ways of Classroom Assessment
J. D. Brown, Editor

Testing doesn't need to be a dreaded activity. This user-friendly reference offers dozens of alternatives.

Activities in *New Ways of Classroom Assessment* provide fresh and effective alternatives to large-scale standardized tests. Lessons go beyond traditional teaching perspectives and incorporate other possible feedback perspectives, such as self-, peer, and outsider assessment strategies. Assessment activities that incorporate alternative feedback perspectives and involve students foster learning opportunities and increase the learners' role in their own learning process.

ISBN 0-939791-72-2. US$27.95(TESOL member$24.95) + S/H.

Teachers of English to Speakers of Other Languages, Inc. • 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314 USA
Tel. 703-836-0774 • Fax 703-518-2535 • E-mail publ@tesol.edu • http://www.tesol.edu/

Introducing

MONOLINGUAL

THE OXFORD Picture Dictionary

Oxford University Press

The *Dictionary*

- **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
- **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
- **Monolingual English**
  English/Spanish and **English/Chinese**
  editions of the *Dictionary* now available

Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us on the World Wide Web at: www.oup-usa.org/esl/

BEST COPY AVAILABLE

Got an appetite for activities?

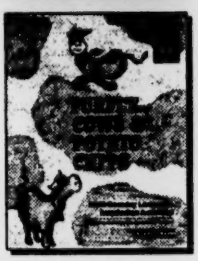
Whether you're hungry for all-time favorite resources or craving innovative, reproducible ESL activities, Alta's Teacher Resource Series has just the servings you need!

Special! Get any two for $32!
(OFFER APPLIES TO THE FOUR PICTURED TITLES)
MENTION AD 2432

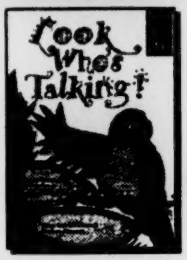
All titles by the popular authors, Mary Ann Christison and Sharron Bassano!
SHIPPING AND HANDLING NOT INCLUDED IN PRICES.
OFFER GOOD UNTIL 10/30/98.

Drawing Out
Personalized, Whole Language Activities
ISBN 1-882483-32-4
$16.95

Community Spirit
A Practical Guide to Collaborative Language Learning
ISBN 1-882483-30-8
$19.95



Purple Cows & Potato Chips
Multi-Sensory Language Acquisition Activities
ISBN 1-882483-31-6
$16.95



Look Who's Talking!
Strategies for Group Interaction
ISBN 1-882483-33-2
$16.95

Contact us for your free 1998 ESL Resource Catalog and order information!

ALTA BOOK CENTER PUBLISHERS
14 Adrian Court • Burlingame, California 94010
Phone: 800 ALTA/ESL or 650.692.1285
Fax: 800 ALTA/FAX or 650.692.4654
Email: ALTAESL@AOL.COM

Get a taste of these newly acquired Alta titles, too!

Action English Pictures
All Sides of the Issue
Look Again Pictures
Back & Forth
Writing Warm-Ups

Hands-on **English**

A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS CORRECTION REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

July/August issue

BEST COPY AVAILABLE

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Tools & techniques: Creating a community in class 4

Hints & tips: Tips on teaching beginners 6

Reading activity: A bicycle accident (adapted) 8

Multi-level dictation: About asteroids .. 10

Tools & techniques: A real-world listening activity 13

Multi-level crossword puzzle: Taking care of business 14

ESL game: What's this object? 17

Citizenship update: Web sites ..... 18 Puzzle 19

Grammar grab-bag: Did you hear the news? Using reported speech 20

On the market: Review of the Oxford Picture Dictionary 23

News & notes: 23

Notes from the editor

Greetings! We hope your teaching is getting off to a good start this fall, and we hope this extra-big issue will have lots of ideas you can use with your students.

More pages!

We had a lot of material for you this time, and thought the beginning of the school year would be the best time to share it with you. As always, we will be delighted to get your feedback on the issue if you have comments or responses!

Minigrant awards

We recently awarded our annual Minigrant awards for 1998—six instructors each received an award for their classroom project. They are:

Beth Elstein in New York, New York, for an ESL literary journal project with her high school students.

Alicia Freitag St. Jean, at Woodson Adult High School in Fairfax, Virginia, for a living history project on immigration with adult students.

Beth Lenahan and **Janet Weil**, at Loma Vista Adult Center in Concord, California, for a student handbook project with their adult students.

Wilfredo Melendez at Paterson Public Schools in Paterson, New Jersey, for a creative math story project with elementary school students.

Karen J. Stegman, at Durham Technical Community College in Durham, North Carolina, whose adult students will share their experiences in this country with the use of photography.

Nancy Williams at the Adult Learning Center of Literacy Volunteers of the Low Country, whose workskills students will research and implement a landscaping project.

Congratulations to all of these fine innovators! We can't wait to hear more about these projects, and will bring you reports on these in future issues. (Applications for next year's awards will be available in January 1999; the deadline for applying is April 30, 1999.)

Our new Advisory Board

This summer we instituted for the first time in HOE history, an Advisory Board to help keep us on the right track. We have eight wonderful people on the Board this year—they are providing ideas, suggestions, feedback and inspiration behind the scenes.

Our bubbly Board members include: **Lety Banks** in Livermore, California; **Dana Cole** in Chicago, Illinois; **Paula Cosko** in Seattle, Washington; **Cheryl Ernst** in Findlay, Ohio; **Elise Geither** in Cleveland, Ohio; **Jean Hanslin** in St. Paul, Minnesota, **Jill Kramer** in Columbus, Ohio; and **Dianne E. Scott** in Nashville, Tennessee.

These folks are all ESL practitioners and long-time *Hands-on English* readers who are donating their time and expertise for the benefit of the ESL community! If you'd like to read more about any of them see our web site—we have a page there about the Advisory Board.

Fall is conference time

Many ESL conferences are held in the fall, and trying to keep you informed about all of these in the limited space we have in the issue has always been a challenge. This summer we came up with a solution—a very detailed ESL EVENTS CALENDAR on our web site! As of this writing we had 33 events listed there (for

(continued on page 3. . .)

FL801204

BEST COPY AVAILABLE

Hands-on **English**

Volume 8, Number 3
September/October 1998

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1998 Hands-on English
(Some images are © www.arttoday.com and are used here with permission.)

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage: Included in U.S. orders. Canada and Mexico add $4; other countries add $10. Single copies of back issues are $5 ea.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Grants Manager: Peter Dowben
Advisory Board: Lety Banks, Dana Cole, Paula Cosko, Cheryl Ernst, Elise Geither, Jean Hanslin, Dianne.E. Scott.

Address correspondence to the editor at:
Hands-on English, P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call (in U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Advertising

We are pleased to bring you advertisements from high-quality publishers in the field as a good source of information on materials. Ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there each month, written expressly for you and your students!

See you there!

Your editor, Anna Silliman, is always pleased to hear from our readers!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ❍ home/ ❍ work
I enclose:

$21 – **Individual rate**
(Permission to photocopy for your own students)

$28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Other countries add $10.

Name: _____

Place (if work): _____

Street (or P.O. Box): _____

City/State/Zip: _____

✓ Check one: New subscription Renewal

BEST COPY AVAILABLE

Notes from the editor, cont'd from page 1. . .

the U.S., Canada and Mexico); we hope to add more as we find out about them.

For most of the conference listings on the web site we have addresses, phone numbers, email addresses, a description of the event—all the information you need to find out about attending. See this Events Calendar at:
http://www.4w.com/hoe/Eventscalendar.html
(We also printed an abbreviated list on page 23 of this issue.)

We need your help!

Hands-on English subscribers have always been great about spreading the word about this publication—in fact, most of our new subscribers come from word-of-mouth recommendations! We are hoping to find lots more new subscribers this year. One reason—postage rates go up again in January, but we do *not* want to raise our subscription rates!! The more subscribers we have, the more economically we can produce *HOE*.

So, we've printed a flyer about *Hands-on English* (it's on page 21) that you can remove and send to a colleague, or post on a bulletin board. Thank you very much for your help!

In addition, if you would like to have some sample issues for a workshop or presentation we are always happy to send you these. Feel free to contact us any time we can be of assistance.

A teaching suggestion

Finally, before doing our crossword puzzle, "Taking care of business" (page 14) with your students, we'd like to suggest you teach them the phrase: 'I have some business to take care of,' or 'He's taking care of some business this afternoon.'

Students frequently have doctor's appointments, job interviews, immigration business and so on that require them to excuse themselves from class. The phrase "I have to take care of some business' is a more adult way of handling this than 'Teacher, I have to go to the doctor,' and is a more appropriate way of fulfilling their obligation to the ESL program on the day they can't be there.

Of course, a friendly conversation about how things are going for the student is a great follow up to this, and the various kinds of business the students have will make great lesson material, too.

Have a great fall, and happy teaching!
—the Editor.

Letters

...cards, email messages & calls

Success with dictations

"Hello. I am an English teacher for very small groups of adults and some teenagers in Andalucia, Spain. I have used [the multi-level] dictation exercise now for a few of my groups, and it has been a success in more ways than I had supposed. I dictated at normal speed and let them compare notes, then dictated again the whole thing at normal speed for as many times as necessary, letting them compare notes with each other between each reading, but I did not stop to clarify any vocabulary or pronunciation or give them time to listen for individual words.

"The result was that they collaborated on what could be the possible missing bits and why some choice of one of the students could not work and what could possibly be in another place, etc. Even the teenagers, who are notorious for speaking Spanish in class were chattering away in English! AND they liked it! Never have I done a dictation before they liked so much! Thanks."

—Halima Brewer, Spain

[Editor's note—Halima is referring to the dictation about winter storms on our web site, but any of our multi-level dictations, like the one in this issue, can be taught in this way.]

A creepy lesson?

Dianne E. Scott shares this amusing story about a class she taught in Nashville, Tennessee:

"Since we were in a science room, my adult ESL class always had lot of critters to talk about. The students enjoyed the relief of examining a small hamster or snake in a glass cage instead of just sitting down with a book or a work sheet. Sometimes the occasional mouse who lived in the high school building with his family joined us for a brief moment in time!"

Tools & techniques:

Creating a class community!

Recently a teacher asked us for some ideas on helping students to learn each others' names. For adult classes in which the attendance changes from session to session, or programs which have ongoing enrollment, this can seem like a problem, especially at the beginning of the course.

Like the philosopher who says he can never step in the same river twice, this teacher never teaches the same class twice! In such an environment, how can students get to know each other, let alone develop a sense of community with each other?

Here are a few ideas. If you have an idea that worked for you, we hope you'll write to us and share your experiences with our readers!

Name games

From time to time select a memory game that involves the students names. A famous one is 'Names and professions,' where the students sit in a circle, and the first student says "My name is José and I am an astronaut." (The name is real, the profession is made up.) The next student says, "His name is José and he is an astronaut. My name is Susanna and I am a computer engineer." Each student has to remember what came before, and of course the last few students have the hardest job! You can help a bit by writing the professions on the board as they are given.

Nametags

Get lots of blank labels and have students make new nametags for each session. These are especially helpful for new students and for groups of mixed nationalities in which there are unfamiliar names.

The nametags can provide conversation starters. For example, students write their name and *the name of a country they would like to visit* on a tag when they come to class. Later students will meet in pairs and ask each other about this. Or, students write their name and *how they are feeling today*, indicated by a smiling face, frowning face, etc.

The nametags can be part of a contest—have students put a number on their tag guessing how many beans are in a jar. At the end of class somebody counts them and the winner gets. . .a round of applause?

Interview & report

For students who don't know each other well, an interview technique is especially appropriate! You can include a short interview as part of almost any lesson. Have students report back to the class what they learned, then use their information as lesson material. Gradually these will result in students getting to know more about each other.

Class charts

Almost any information about the students (like that gathered in interviews, above) can be made into a chart on newsprint and posted in the class. A chart might be about countries, languages, job skills, likes and dislikes, etc., etc. These can be used for grammar practice and content discussions but also help to familiarize students with each other. And, such a chart will provide some continuity from day to day—they can be referred back to or added to as new students join the class.

A class newsletter

The teacher can prepare a weekly sheet with a list of news items and things students talked about—nothing fancy, but a reminder and summary of who said what. This could also be done on newsprint, and would be useful for language review as well. Later, students could take on this weekly task. We read about this idea in *Making Meaning, Making Change* by Elsa Auerbach (1992 Delta Systems/CAL).

Relaxing games

Include some activities that are just for fun that will help your students relax around each other. Gay Hammerman, a reader in Arlington, Virginia, writes: "One game I play with beginning literacy students consists of throwing a soft, miniature soccer ball from student to student and having each say "I throw the ball" and then "I catch the ball" with the appropriate action. It's surprising to me how much this little game helps to relax the students, how much laughter and friendly interaction there is, and how they are reinvigorated for another go at the work of decoding written characters."

Pen pals

Have students draw a name and write a short letter to that student. (If they have trouble starting, you can suggest they write a question for the other student to answer.) Exchange these letters, and write responses. Set aside time in

BEST COPY AVAILABLE

the next few classes to continue this correspondence back and forth. It's good writing practice, because it's real communication, and students often get to know each other better through letters than in conversation!

One to one

Schedule some conversation time for pairs of students who don't know each other well. Even a brief activity like this is good conversation practice and provides a new opportunity for interaction. An easy way to do this is "One minute conversations," in which students change partners every minute or so and begin a new conversation. It sounds chaotic, but students always enjoy this.

Student stories

Whenever possible, use your students' stories as lesson material. This not only helps to create a community, but ensures that the topics of study relate to your students' needs!

I used to tell my students stories about my *former* students, or relate stories that former students had told me; these were listened to with rapt attention and discussed with great interest.

Team spirit

When you do group work, instead of forming new groups each day, form long-term groups that will continue to function together, even if some students are absent. Each group can choose a name; they can find something in common to identify themselves by. Students will get to know each other better this way, and therefore some types of cooperative activities will work better. We tried this with our students and were very pleased with the results. These ideas come from the introduction to *All Sides of the Issue* by Coelho, Winer & Winn-Bell Olsen (1989) now published by Alta Book Center.

Awards

Establish some regular awards in your class that the students will vote on. What kind of award depends on your class—'Best story of the week' if it's a writing class? 'Hardest working student,' etc. This could also be something with some humor to it. The award should be in the form of a certificate of congratulations, and should be presented by a fellow student. This ritual will provide some continuity and togetherness.

Sharing food

We ESL teachers are famous for our class parties—like the end of the year event where everyone brings a dish. Food always brings people together, but it doesn't have to be a lot of trouble or wait until the end of the year!

If your class usually takes a break during the session, see if the students would like to organize coffee or tea to share during that time. If it's their responsibility, they will enjoy it much more than if you provide it, or if they just get it from a vending machine.

Other food ideas—bring a bag of pretzels and offer a pretzel for a correct answer? Use wrapped candies as prizes in a game? Have students write advertisements for cookies after taste-testing them?

If you have students with dietary restrictions for health or religious reasons don't be surprised if they don't partake. Fresh fruit (unpeeled, unprocessed) can usually be eaten by anybody if you really want to be inclusive.

A golden oldy

With a new class, a useful getting-to-know you activity is the "Find someone who. . ." questionnaire. For example, find someone who speaks three languages, etc. Students circulate and ask each other the questions until they have gathered names for each one.

This is the oldest ESL activity in the world (almost) and examples can be found in many texts. A nice one is in *Springboards* by Richard Yorkey (1984 Addison-Wesley Co.). We used to prepare a customized version of this for each new class—this way the students learned some interesting things about each other.

A good class starter

Here's a variation on the questionnaire activity mentioned above. Choose ***one*** of the topics below and write it on the board or post it where students can see it when they come to class. On pieces of scrap paper ask them to write a list of the students who fit this category—to do this they will have to converse with the other students and ask their names (or read their nametags).

When the results are announced, these groups (such as the birthday groups or people with similar shoe color) could form the basis for the next class activity.

List the people who speak a language that you do (except English).

List the people who have birthdays in the same month as you.

List the people who have two letters in their name that match yours.

List the people who have been in this country longer than you.

List the people whose shoes are the same color as yours today.

List the people who don't know your last name.

List the people who have a job skill that you have.

Hints & tips:

So, they gave you the beginning class. . .

Many new adult ESL teachers, thrown into teaching with little preparation or experience, are asked to teach beginning classes because they are supposed to be "easier." Although the actual grammar and vocabulary of the course are simpler, the challenge lies in communicating meaning to the students and opening up possibilities for beginners to communicate with each other in the classroom. The three of us have spent a number of years working out effective ways to teach beginning classes and, in the interest of keeping others from having to invent the same wheels, we would like to offer the following tips.

1. Begin with communication

• Make communication your major goal. Give your students chances to use the language they know to convey real meaning. For example, "I like rice but I don't like bread" communicates real meaning, even though the language used is not difficult.

• Speak English to your students at every opportunity. Greet them every day and ask them how they are. Comment on a new hairdo or nice looking shirt. Tell students who have been absent that you missed them. Soon they will begin to do the same thing to each other.

• Make your meaning clear. Use pictures, gestures and every other available means to communicate meaning. In addition to making your meaning clear, it expands the students' repertoire of communicative strategies.

• Provide structured communicative activities, such as a survey in which students ask each other about their home countries. Before starting an activity, model how it is to be done and supply the language the class will need to do it.

• Let students demonstrate comprehension in more than one way. The student who points to a picture or circles a letter in response to a question is communicating.

• Connect class activities to the world outside. Use supermarket fliers to talk about food, relate clothing to the weather, use a calendar to talk about holidays and community activities.

• Seize the moment. If a dog wanders into class or the heat is off, do something with it: write a language experience story, collect related words or create a Total Physical Response activity.

• Don't assume that your students don't know any English. Remember that you are not the only source of language input for them. Take advantage of their contact with the community as you teach them. Find out what language they need to use in order to function effectively in their lives.

2. Organize the class by themes

• Start with a theme (such as personal information, family, daily activities, health, food, clothing, housing, money), within which you can share language and cultural information that is relevant to your students. Organizing by theme provides continuity in open entry classes and in classes which students are unable to attend every time. For example, while studying personal information, students give dates, ages, addresses and phone numbers; they use them again when they learn to make doctor's appointments or open a bank account.

• Work in several different themes during the term. This gives students a sense of progress. Come back to incompletely learned structures in other themes. Students can be reminded about differentiating "he" and "she," for example, or adding -s to third person forms in the present when they tell about their families, when they describe daily activities and in most other themes.

• Don't try to teach everything about a given theme at the beginning level. Language learning is a process. Beginners learn to name foods and state their preferences but can delay making elaborate restaurant orders until they reach a higher level.

• Integrate language skills with each other in your lessons. Don't separate listening, speaking, reading and writing skills. When doing a language experience story, for example, students tell you the story as you write it and then they read it. As they do this, they practice speaking, listening to each other and reading. An interview activity, in which students ask each other for personal information (first and last name, address, phone number) requires them to speak, listen and write as they elicit and record information.

*—by **Abbie Tom, Carolyn Tiller and Annie Bigelow**, teachers at Durham Technical Community College in Durham, North Carolina.*

The three of these teachers combined may have logged nearly a million 'teaching miles'!

• Connect everything you teach to the theme. The study of daily activities, for example, provides an excellent opportunity to practice the simple present tense. A unit on food is a good place to introduce weights and measures as well as count and non-count nouns and articles.

3. Identify and select objectives

• Be clear about what you want your students to learn. Think in terms of vocabulary, structures and functions you want to include. For example, in studying health you may want students to identify and name parts of the body, describe basic symptoms (I have a headache), make an emergency phone call and make a doctor's appointment.
• Break down your goals for a theme into a series of smaller parts, each of which can be learned by the students in a relatively short time, so that they (and you) can see progress. For example, the first goal might be to have students name and identify the value of money before they go on to make change. Be sure the goals are clear to the students. Make a list or agenda at the beginning of class so that students know what you will be doing. At the end of class, review what you have done. This gives students a sense of accomplishment.

4. Structure your class

• Develop a set of hand signals and verbal and written directions that you use consistently. This helps students feel more comfortable and focused on the activity you are doing, and provides for a steady pace and continuing interest.
• Be sure that your language is comprehensible to your students. Limit the structures and vocabulary you use. Speak and write clearly.
• Try to have a few class blocks of time that are the same every day. You might start the class by talking about the day and date, for example, or end it by reviewing what you have done. This adds an element of predictability to the class. Students can be prepared for it and will participate more readily.
• Encourage students to take on roles with which they feel comfortable, such as making sure that other students sign in, greeting and helping newcomers, getting books out. This kind of participation increases the students' feeling of "ownership" in the class.
• Allow students time to digest what they have learned and to share their own experiences.
• Walk around, watch and listen while your students are working together. Make mental notes of successes and problems.
• At the end of each class, restate the objectives and be sure your students are aware of what they have learned. Preview the next class to whet student interest.

6. Maximize materials

• Make the most of your material. For example, if you are using picture cards of items of furniture, students can use them to practice vocabulary, to classify the items, and to describe a room. They can practice using spatial terms (left, right, beside, between) and list items they have or would like to have.
• Reuse the same kinds of activities (for example, student-to-student dictations, teacher dictations, cloze passages, word searches, matching, concentration, or grids to fill in) in different themes. The students will understand what they are to do while at the same time the new content is challenging to them.
• Remember that the skills you are teaching are new and difficult for the students, even though they are not difficult for you. Use a variety of activities to exploit the same material. This gives the class plenty of practice without boredom. For example, using the same reading, students can sequence sentence strips, complete a cloze exercise, relate the story to their own lives and retell the story.

5. Enjoy what you do

Finally, have fun. Learn from your students. They have a lot to teach you. Learn from your teaching. At the end of class, think about what went right, what went wrong, and what needs to be changed. Share what you learn with your colleagues in your own institution, through conferences and through publications (like *Hands on English!*).

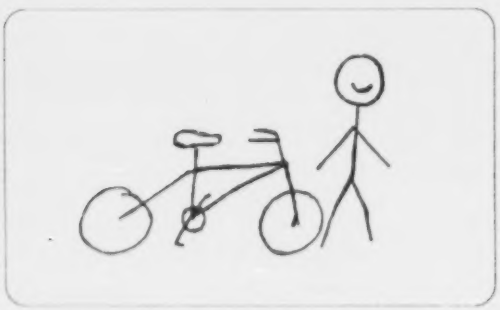
What do you do, if a dog wanders into your class?? Seize the moment.

Reading activity:
A bicycle accident (adapted)

In our May/June 1998 issue (Vol. 8, No. 1) on page 4 we published a story about a bicycle accident, written for a multi-level dictation. Although this story works for beginning through advanced students, it still was not simplified enough for literacy-level students or absolute beginners.

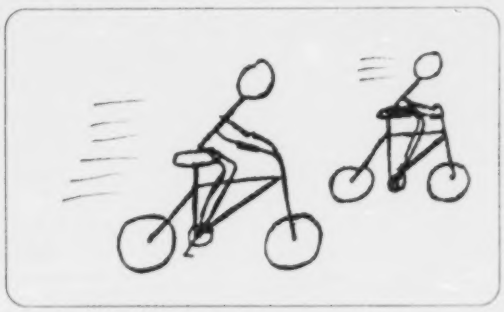
With these simple drawings, Jill Kramer shows us how to adapt the same story for literacy students. Although she claims "I'm no artist!", your can see that the drawings tell the story clearly and still leave plenty of room for discussion. We think they are perfect!

1.



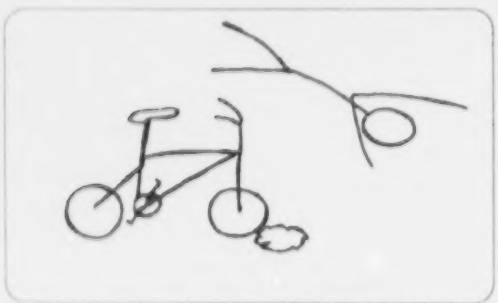
My brother was 12. He had a bicycle.

2.



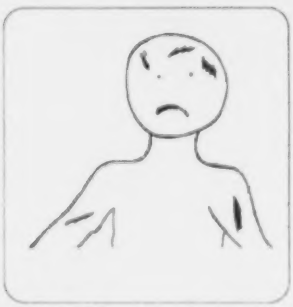
He raced bicycles with his friends.

3.



My brother fell off his bicycle.

4.

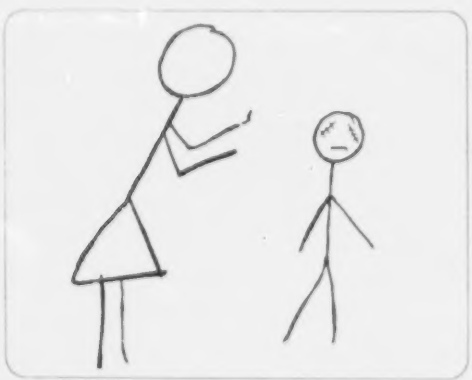


He had cuts on his face and arms.

5.

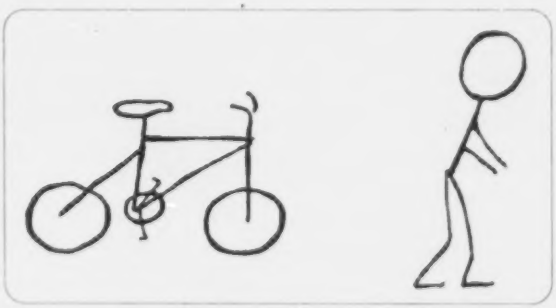
He got stitches at the hospital.

6.



My mother said "Be careful next time."

7.



My brother did not ride his bicycle for 10 days.

Match the picture and the word.

brother

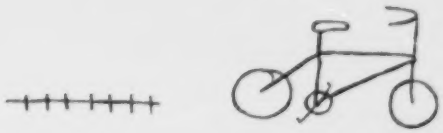
mother

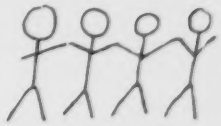
stitches

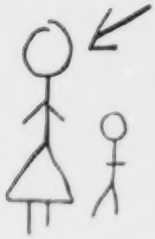
face

bicycle

friends







Listen to your teacher. Fill in the gaps.

1. My brother was _____ .
2. He had a _____ .
3. My brother _____ _____ his bicycle.
4. He had _____ on his face.
5. He got _____ at the hospital.
6. My _____ said, "Be careful."

*Contributed by **Jill Kramer**, ESL Instructor at the Columbus Literacy Council in Columbus Ohio. Jill has presented workshops on teaching beginning students. She also serves on the HOE Advisory Board.*

Some teaching notes

The story on page 8 can be used with one student, or with groups or with a whole class. After learning the new words, reading the story and discussing it, the students can use the pictures to re-tell the story themselves.

Try cutting the pictures apart (remove the numbers, too) and have the students place them in the correct order while listening to or telling the story.

To practice new vocabulary, look at all the pictures together. Have one student say something about any picture, while another student points to the correct one.

Cut off the sentence strips, then have the students match the text to the picture by placing each sentence with its correct picture. A final step would be to have students place just the sentence strips (no pictures) in the correct order.

Multi-level dictation:
Rocks in the sky

Many of our readers tell us their students like our multi-level dictations, so here is a fun one about asteroids we hope they will like, too. Students at all levels can work on this at the same time. This is a true story, by the way—it was told to us by someone who has actually seen the hole in the piece of wood!

Preparation

Make separate copies of Levels A, B and C, enlarging each one first so it will be easier to read and write on. Bring in lots of extra copies to class, so that students can try the exercise first at one level, and then again at a harder level if they want to. This is a good way for them to see their own progress!

Introduce your students to the story by asking them what they know about asteroids, and if they have ever seen a 'shooting star.' Tell the students the story as it appears below, or read it to them, making sure everyone understands it as you go along. If much of the vocabulary is new, they should also read the full text before trying the dictation.

Note: If your students are real beginners, use just the last three paragraphs (the porch story) to simplify the exercise.

How to do the exercise

Now let the students decide which level to try, and pass out the worksheets. Give the dictation at a natural speaking rate, pausing between sentences so the students can write. Repeat the story as often as the students would like you to.

To correct the exercise, pair up the students with someone who has a different level, if possible. The beauty of this exercise is that the beginning students have more information, so they can help correct the advanced students!

Follow up

There is a vocabulary exercise on page 12. Retelling the story about the man and his porch is a good follow-up activity as well. Further discussion questions might include: What would you do if you saw an asteroid fall? Was it lucky or unlucky that the asteroid hit this man's porch? (Teach the expression: Every cloud has a silver lining!)

For a homework assignment students could interview 3 people (neighbors, friends, or colleagues at work) and ask them: What do you think would happen if an asteroid hit the Earth?

Rocks in the sky

A few months ago scientists were looking through a telescope. They saw a big asteroid. An asteroid is a piece of rock in space. They thought, "Maybe this asteroid will hit the Earth in a few years!" Later they looked again. The asteroid is too far away. "We made a mistake," they said. "This asteroid will never hit the Earth."

Do you think an asteroid can hit the Earth? Scientists say it happens every day. Usually these rocks are so small we can't see them. Sometimes a larger rock, the size of a pea, falls from the sky.

Thirty years ago, a man was sitting on his porch in Indiana. He heard a loud noise. He looked up and saw a small hole in the porch roof, and a small hole in the floor. The next day he called the university. "I think an asteroid hit my house last night," he said.

Some scientists came and looked at the hole. They wanted to find the asteroid but it was under the porch. "We need to move your porch," they said. The man was not happy about this. But the scientists wanted to study the asteroid, so the university agreed to buy the man a new porch.

The man was very happy with his new porch. He also kept one piece of wood from the old porch. This piece of wood has a hole in it from the asteroid. If you visit him in Indiana, he will show it to you.

Here is the text for dictation. It is 26 sentences, 250 words. (See page 12 for an illustration.)

Vocabulary needed: *rock, asteroid, space scientist, telescope porch, wood, hole*

Level A—Rocks in the sky

A few _____ ago scientists were looking through a telescope. They saw a _____ asteroid. An asteroid is a piece of _____ in space. They thought, "Maybe this asteroid will _____ the Earth in a few _____!" Later they looked again. The asteroid is too _____ away. "We made a _____," they said. "This asteroid will _____ hit the Earth."

Do you think an asteroid can hit the _____? Scientists say it happens _____ _____. Usually these rocks are so _____ we can't see them. Sometimes a _____ rock, the size of a pea, falls from the sky.

Thirty _____ ago, a _____ was sitting on his porch in Indiana. He heard a _____ noise. He looked _____ and saw a _____ hole in the porch roof, and a _____ hole in the floor. The next _____ he called the university. "I think an asteroid hit my _____ last night," he said.

Some scientists came and _____ at the hole. They wanted to _____ the asteroid but it was under the porch. "We need to _____ your porch," they said. The man was _____ happy about this. But the scientists wanted to _____ the asteroid, so the university agreed to _____ the man a new porch.

The man was very _____ with his new porch. He also kept _____ piece of wood from the _____ porch. This piece of wood has a _____ in it from the asteroid. If you _____ him in Indiana, he will show it to you.

Level B—Rocks in the sky

A _____ _____, scientists _____ _____ through a telescope. _____ _____ a big asteroid. An asteroid is _____ _____ in space. They thought, "Maybe this asteroid _____ _____ in a few years!" Later they looked _____. The asteroid is too far away. "We _____," they said. "This asteroid _____ _____ the Earth."

Do you think an asteroid _____ the Earth? Scientists say it happens _____. Usually these rocks are so small _____ _____. Sometimes a larger rock, the size of a pea, _____.

Thirty years ago, _____ _____ on his porch in Indiana. He heard _____ _____. He looked up and saw _____ _____ the porch roof, and a small hole _____ _____. The _____ _____ he called the university. "I think an asteroid _____," he said.

Some scientists came and _____ _____ _____. They _____ _____ the asteroid but it was _____ _____. "We need to move _____ _____," they said. The man _____ _____ about this. But the scientists _____ _____ the asteroid, so the university agreed to _____ _____.

The man _____ with his new porch. He also kept _____ _____ from the old porch. This piece of wood _____ _____ from the asteroid. If _____ in Indiana, he will _____ _____.

Level C—Rocks in the sky

_____ _____ _____ _____ scientists _____ _____ _____ a telescope. _____ _____ _____ _____ asteroid. An asteroid _____ _____ _____ _____ _____ in space. They thought, "Maybe this asteroid _____ _____ _____ _____ _____ _____ _____!" Later they _____ _____. The asteroid is _____ _____ _____. "We made a mistake," _____ _____. "This asteroid _____ _____ _____ _____ _____."

_____ _____ _____ an asteroid _____ _____ _____ _____? Scientists say _____ _____ _____ _____. Usually these rocks _____ _____ _____ _____ _____ _____ _____. Sometimes _____ _____ _____, the size of a pea, _____ _____ _____ _____.

Thirty years ago, _____ _____ _____ _____ _____ _____ in Indiana. He _____ _____ _____ _____. He _____ _____ and _____ _____ _____ _____ _____ _____ porch _____, and a small _____ _____. The next day _____ _____ _____ _____ _____. "I think _____ _____ _____ _____ _____ _____ _____," he said.

_____ _____ _____ and looked _____ _____ _____. They _____ _____ _____ _____ _____ but it was _____ _____ _____. "We _____ _____ _____ your porch," they said. The man _____ _____ _____ _____ _____. But the _____ _____ _____ _____ the asteroid, so the university _____ _____ _____ _____ _____ _____.

The man _____ _____ _____ _____ _____ _____ porch. He _____ kept _____ _____ _____ _____ from the _____ _____. This _____ _____ _____ _____ _____ _____ _____ from the asteroid. _____ _____ _____ in Indiana, he _____ _____ _____ _____ _____.

Vocabulary practice *Match each event with the correct time.*

1. Scientists saw a big asteroid. . .
2. They thought the asteroid would hit the Earth. . .
3. They looked at the big asteroid again. . .
4. They changed their minds. This asteroid will . . . hit the Earth.
5. Little asteroids hit the Earth. . .
6. A man was sitting on his porch. . .
7. He called the university. . .
8. "An asteroid hit my house. . . ." he said.

a. every day
b. a few months ago
c. never
d. last night
e. in a few years
f. later
g. the next day
h. thirty years ago

Tools & techniques:

Real-world listening skills

We learned about this technique from the ***Spring Institute*** *for International Studies ELT (English Language Training) Technical Assistance Project.*

The focus of the workshop they presented was Pre-Employment Training, and SCANS (workplace) competencies. This technique was described in a handout by Barbara Sample, titled "Active Listening: Information Gap."

For more information on the ELT Project see www.springinstitute.com or call 303-494-6833 to inquire about their newsletter.

There are certain communication skills, such as "active listening," that we don't always think to teach our students. Do your students know how to verify that what they've just heard is correct? This is important in using the telephone, and as we learned at a workshop this summer, is an important workplace skill as well. It can be crucial if an employee is given an instruction that he or she know a technique to verify it. Fortunately, this skill can be identified, taught and practiced in the classroom.

Here's an example of a way to practice "active listening" that we learned from a presentation given by Burna Dunn from the Spring Institute. You can use pictures of vocabulary items your students are studying; we've chosen some office supplies for our model below.

The students each have a blank grid with nine spaces (or make it more challenging, with 12). They can draw the grid on a regular sheet of blank paper. Each student gets an identical set of small pictures, cut apart, and a visual barrier (like a notebook on end) is placed between them.

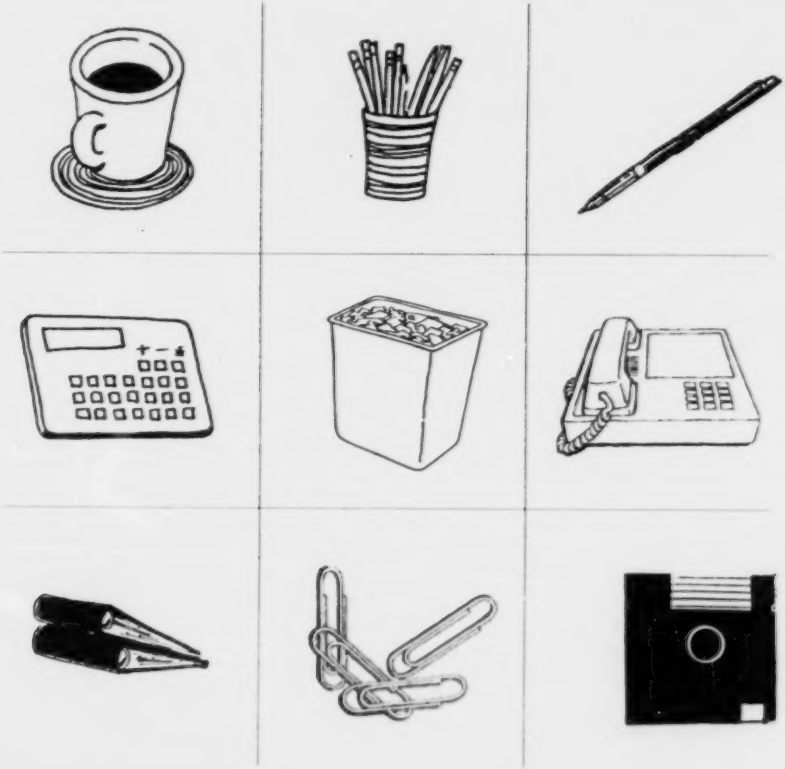
One student gives instructions about where to place each picture. The other student listens to these instructions and *confirms them verbally* before placing the picture in the correct square. Once they are finished, they compare sheets to see if the task was completed correctly. If it was not, they try to figure out what the misunderstanding was.

Variations

One student has pictures, the other student has matching words (i.e., 'wastebasket') on slips of paper.

For beginning students, number the squares in the grid before playing. For higher level students, they can describe the location of each square instead, for example, "the top left square."

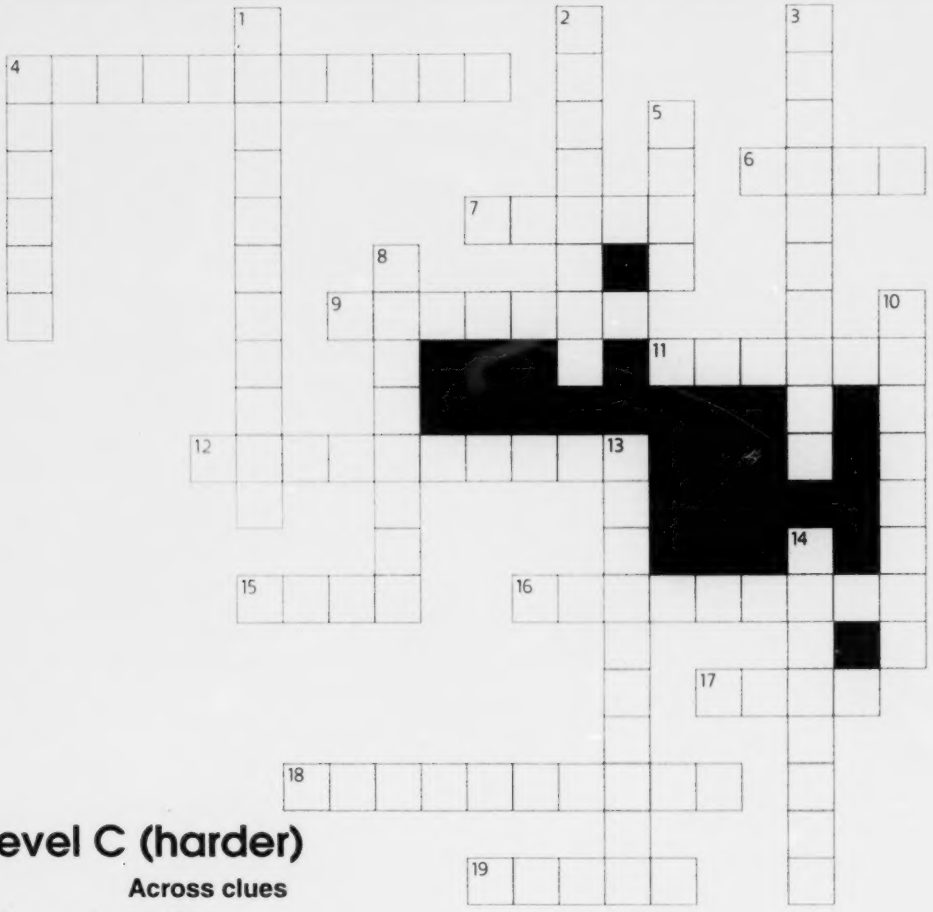
The students' blank grid looks like this.



BEST COPY AVAILABLE

Multi-level crossword puzzle:

Taking care of business



Word list

auto repair shop
bank
book store
copy shop
department
discount store
employment
garage sale
gift shop
hospital
immigration
landlord
library
photo shop
post office
beauty salon
school
services
supermarket
telephone company

Level C (harder)

Across clues

4. You can buy food here.
6. You can buy books and magazines at a _____ store.
7. You can get your hair styled or get a manicure at a beauty ____.
9. You can find a lot of information here, and it's free.
11. You can buy used things at a ____ sale.
12. You go here to mail a package.
15. You can buy a small present or a card at a _____ store.
16. You can go to the _____ company to pay your phone bill, or you can mail it.
17. You can go to a ____ center to make photocopies.
18. You have to go the _____ of Motor Vehicles to get your drivers license.
19. A _____ shop can develop your pictures in one hour.

Down clues

1. You go to the _____ office to apply for citizenship.
2. If you are renting an apartment, you pay rent every month to the ____.
3. You can get your car fixed at an ____ ____ shop.
4. Go to the _____ office to register for a class.
5. You can open a checking account here.
8. This kind of store has cheap prices.
10. The Department of Social _____ has information about foodstamps.
13. The ____ Office can help you look for a job.
14. You go here if you need medical help.

Level B (easy)

Across clues

4. "What are you doing on Saturday?" "I'm going to the _____ with my husband. We have to buy groceries for the week."
6. "Can you give me a ride to the _____ store? I need to look for a dictionary." "Sure, no problem."
7. "Your hair looks nice. Did you do it yourself?" "No, my cousin did it for me. She works in a beauty _____." "I like it!" "Thank you."
9. "Would you like to go to the park tomorrow?" "Not in the morning. I'm taking my children to the _____ to borrow some books for them to read."
11. Saturday morning we are getting up early to go to some _____ sales. My brother needs some things for his new apartment.
12. "Where are you going in such a hurry?" "To the _____ _____. I want to mail this package to my parents today." "Don't worry, you have plenty of time."
15. Do you know if there is a _____ shop near here? I have to buy my mother-in-law a birthday present.
16. "Where are you going?" "To the _____ company. I have to ask them a question about my phone bill."
17. "Excuse me, where can I find a _____ machine? I need to make a photocopy of my daughter's birth certificate."
18. "Are you coming to class?" "No, I have some business to take care of. I have to register my car at the _____ of Motor Vehicles."
19. "These pictures are from our class party yesterday." "How did you get them so fast?" "I took them to a one-hour _____ shop."

Down clues

1. Will you go with me to the _____ office? I have to ask them about my green card.
2. "Are you coming with us?" "Not right now. I have to meet my _____. The rent is due today."
3. "Can you fix my car?" "I'm sorry, I can't fix it for you. You'll have to take it to an _____ _____ shop."
4. On Friday I have to go to _____ to register for a class.
5. "Are you coming to lunch with us?" "Sure, but I have to cash my paycheck at the _____ first."
8. "Where can I find shoes for little kids?" "Try a _____ store, like KMart. They usually have good prices."
10. "Where is Maria?" "She's at the Department of Social _____. She'll be back in about an hour."
13. "Can you help me with my homework?" "Sorry, I have an appointment at the _____ office at 3:30. They have a job application for me to fill out."
14. "I didn't see you in class yesterday." "I know—I was visiting my uncle in the _____. He had surgery on Tuesday." "Oh, I hope he's OK!" "Yes, the doctor says he's doing fine."

Level A (easiest)

Note to the instructor! *This version needs to be customized with the names of local places before your students do it. Choose examples that they will recognize from the neighborhood where they live . (Use whiteout to erase our examples, where necessary.)*

You might also enlarge this section before copying it, to make it easier to read.

Across clues

4. *Safeway* is a _____ .
6. *Barnes & Noble's* is a _____ store.
7. *Haircrafters* is a beauty _____.
9. The *Downtown Branch* is a _____.
11. A _____ sale is at someone's home.
12. The _____ _____ is on *Main Street*.
15. *Hallmark* is a _____ store.
16. *US West* is the name of the _____ company.
17. *Kinko's* is a _____ store.
18. *JC Penney's* is a _____ store.
19. *FotoFlash* is the name of a _____ store.

Down clues

1. INS means _____ & Naturalization Service.
2. You pay your rent to your _____.
3. *Midas Muffler* is the name of an _____ _____ shop.
4. *Southeast Community College* is the name of a _____.
5. *First Federal* is the name of a _____.
8. *KMart* is the name of a _____ store.
10. The Department of Social _____ in in the *Civic Center*.
13. The _____ Office is also called a Job Center.
14. *St. Elizabeth's* is the name of a _____.

Vocabulary practice:
Where can you get. . .?

Here is a vocabulary practice activity that relates to the "Taking care of business" puzzle on page 14 of this issue. Beginning level students could do the first part of this exercise (match the item with the kind of business) as a warm-up to the puzzle. Intermediate students could do the first part as vocabulary review, then use the yellow pages of a phone book to find the answers to part C.

Write the kind of store where you can get each item. (Some items can have more than one answer!) Then, write the name of a store where you can get this item.

Item	Kind of store	Name of store
1. a hamburger	fast food restaurant	McDonald's
2. medicine for your stomach		
3. frozen fish		
4. nail polish		
5. gas for your car		
6. oil for your car		
7. a birthday card		
8. some film for your camera		
9. cheap shoes		
10. expensive shoes		
11. new clothes		
12. used clothes		
13. stamps (for a letter)		
14. a map of this city		
15. a VCR and a TV		
16. a notebook		

Here are some possible answers: auto repair shop, beauty salon, book store, copy center, discount store, department store, drug store, electronics store, fast food restaurant, gas station, gift store, photo shop, post office, thrift shop, supermarket.

ESL game:
What's this object?

Thanks to ***Jean Hanslin****, at the Lao Family Community Program in St. Paul, Minnesota, for suggesting that this tactile activity would be especially suitable for "Hands-on"!*

Jean is also a member of the HOE Advisory Board.

For an interesting language activity with cultural possibilities, bring an unusual or intriguing item to class and ask your students to discuss its possible uses, decide what it is made of, and talk about what else it makes them think of.

We rummaged around and came up with a list of some items you could try:

- from the kitchen, a spaghetti measurer (long piece of wood with four holes, each hole a different size),
- a tablecloth clip, used for picnics outdoors (plastic L-shaped bracket with a springloaded clip),
- a hand made letter holder for your desk (no one will ever guess this one, it's really weird looking),
- an old pair of spurs (souvenir of Texas) with leather and metal parts,
- an Ace bandage (long, stretchy material in case you sprain your ankle).

Your drawers and closets will certainly yield mysterious treasures like these! Other ideas include: Kid's things, pet things, unusual tools, antique items (or things we don't use any more), items with ethnic interest. It seems the most intriguing items have some kind of moving part that students can wiggle around as they're wondering.

Avoid selecting items you think the students *should* know, so that it's not embarrassing to them if they can't guess it.

An object lesson

Bring three items to class, and set them out on a table, labelling them #1, #2, and #3. Tell your students they can look at the items and pick them up as they try to guess what the items are for. Give them a copy of the worksheet to fill out (it might be most fun to do this in pairs).

When the students are done answering the questions and discussing the items, pool everybody's responses.

Student-made lesson

If the students enjoy this activity, they might want to bring some items in themselves that they think no one can guess. You can use the same worksheet, or the students can think of other questions to pose that can be added to the list.

What is this object?	#1	#2	#3
1. Is it new or old?			
2. Is it expensive?			
3. Is it dangerous?			
4. What is it made of?			
5. How was it made?			
6. What do you think it is used for?			

From the field:
Citizenship web sites

We are delighted that LeeAnn has shared this information with us! We think readers looking for citizenship information or teaching ideas will find a wealth of resources here.

Immigration and Naturalization Service (INS)

From this Department of Justice site, you can down load N-400 application forms, take an interactive practice multiple choice test, find eligibility and application/process information, 100 typical citizenship questions, U.S. history and government information.
www.ins.usdoj.gov

U.S. Citizenship Study Pages: Prepare for the U.S. Citizenship Test on Your Computer

This web site, provided by Metro North Adult Ed in Blaine, Minnesota, contains 10 written tests of U.S. history and government, 10 oral tests, and six dictation exercises where the learner hears a sentence, types it in the space provided and then can check his or her sentence.
www.uscitizenship.org

Minnesota Literacy Council

Their site has several citizenship pages on the benefits of obtaining U.S. citizenship, interview questions, dictation sentences, a bibliography of citizenship materials, the latest news and articles on citizenship for children and sponsoring family.
www.mlrc.stthomas.edu/mlc/mlcinfo.htm

Dr. Martin Luther King, Jr.

The MLK Papers Project at Stanford University's web site contains papers that he wrote himself and some written about him. There is also a photo album. Some of their links go to his speeches which are provided in audio format.
www-leland.stanford.edu/group/king/index.html
(Yes, that's a dash after the w's.)

Civil Rights Photo Tour

This tour through 28 photos, each with a short description, starts with Rosa Parks and the Montgomery bus boycott, continues through the civil rights movement of the sixties and ends with marches in favor of and in opposition to the Martin Luther King holiday and Douglas Wilder as the first African-American state governor in June, 1989.
www.seattletimes.com/mlk/movement/PT/phototour.html

Project Vote Smart

This site can be useful to the teacher who wants to teach beyond the 100 Typical Citizenship Questions. There are many pages of lesson plans on U.S. history, government and civics done by Project Vote Smart and by others. The list is impressive, and the topics too numerous to mention. (The lessons are not necessarily designed for ESL and may need some adapting to suit your students.)
www.vote-smart.org/education/other.html

Immigration: A Practical Guide to Immigrating to the U.S.

This site is created by Carl Shusterman, an attorney and former INS employee. It is the most comprehensive and current immigration site that I have seen. www.shusterman.com

[Editor's note: We checked all of the web addresses at press time and they work fine. Keep in mind though that web addresses change and sites come and go. You can try a web search to locate more such sites.]

*—by **LeeAnn Wolf**, Citizenship Coordinator at the Minnesota Literacy Council in St. Paul, Minnesota. You can contact her at: LWOLF@theMLC.org*

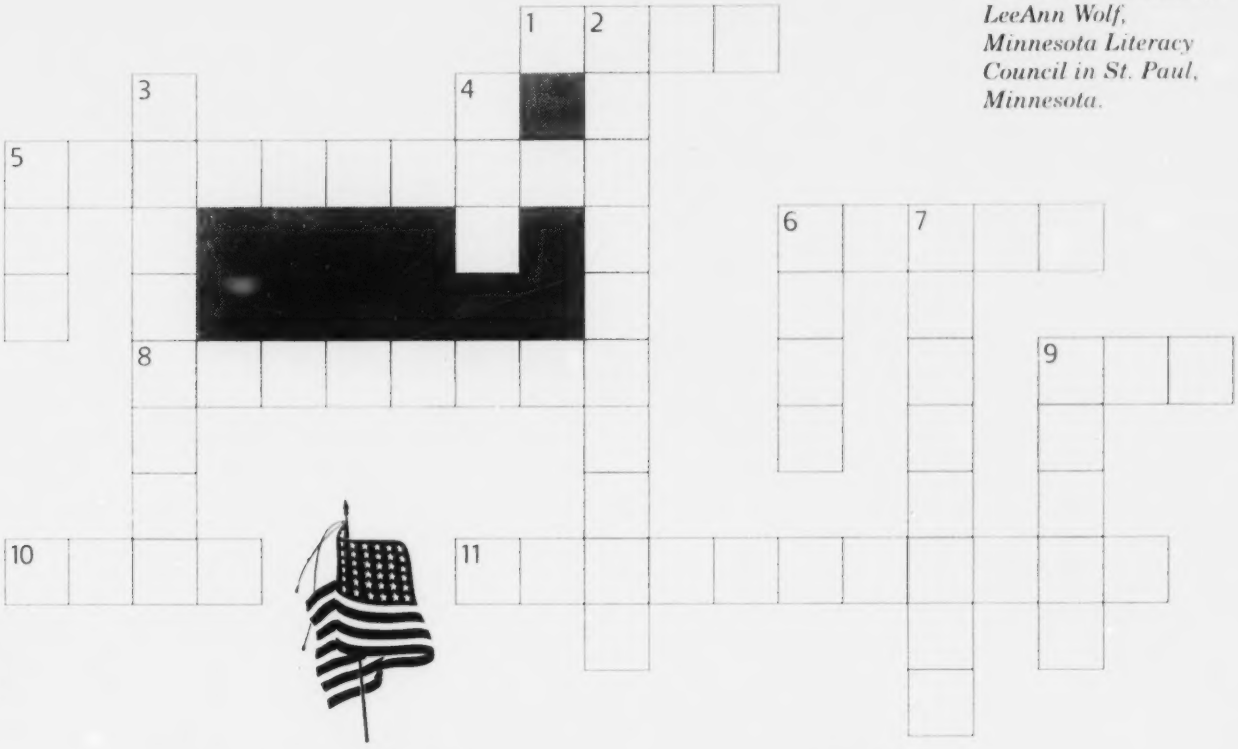
Citizenship update:
Fee Increase

Currently the application fee for naturalization is $95.00 plus a $25.00 fingerprint fee. On January 15, 1999, the fee will increase to $225.00 with an additional $25.00 fingerprint fee. If you know of anyone who would like to become a citizen and is eligible, they could save money by applying now. Legal Permanent Residents (LPRs) can apply three months prior to their five years as a LPR or three years as a LPR if married to a United States citizen, not a day sooner.

Be sure to check with your local INS office about these rules and fees.

Crossword puzzle:
Citizenship numbers

Puzzle contributed by LeeAnn Wolf, Minnesota Literacy Council in St. Paul, Minnesota.



Across clues

1. How many years is a term for President?
5. What is the minimum age to be President?
6. Number of stars on the flag.
8. Number of original states.
9. Number of amendments in the Bill of Rights.
10. Number of Supreme Court Justices.
11. Number of amendments in the Constitution.

Down clues

2. How many members are there in the Senate?
3. What is the minimum age to vote?
4. How many years is a term for a senator?
5. How many years is the term for a representative?
6. There are ____ hundred and thirty-five Representatives in Congress.
7. How many years must you live in the U.S. to be President?
9. Number of branches of government.

Grammar grab-bag:
Did you hear the news?

Using reported speech

Here is an example of a context in which we frequently use reported speech. Typically, students do not study this form until they reach an advanced level of English, but there is no reason they can't learn a common use of it at an earlier stage.

Explain that sometimes people don't listen to the news every day, so they are surprised when they hear the news later. Show them the two examples. It seems strange that we always use the past tense (see second example), but that's because we are saying what we *didn't know* before this minute!

Examples: (There **was** an airplane crash in Canada.)
"Did you hear about the airplane crash in Canada?"
"No, I didn't know there **was** an airplane crash in Canada."

(There **is** a very bad storm coming.)
"Did you hear about the bad storm coming?"
"No, I didn't know there **was** a storm coming."

Pretend that you are surprised to hear this news.
Write your answers in the blank spaces.

1. "Did you hear about the economic crisis in Russia?"

   No, I didn't know _____

2. "Did you hear about the nuclear tests in India?"

   No, _____

3. "Did you hear about the earthquake in Iran?"

   No, _____

4. "Did you hear about the floods in China?"

   No, _____

5. "Did you hear about the embassy bombing in Kenya?"

   No, _____

Now write some questions of your own!
Then ask someone else if they have heard the news.

Please post this flyer,
or pass it along to a colleague!
Thank you!

Hands-on **English**

"...makes teaching adult ESL students easier and more fun."

"Hands-on English" is your helping hand for ESL!

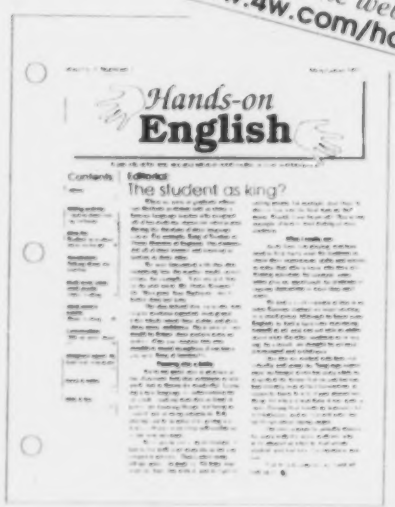
Our readers teach adult ESL students in programs that include:

- Refugee programs
- Literacy programs
- Community colleges
- Colleges and universities
- Correctional facilities
- Resource centers
- Adult Education Programs
- Volunteer tutoring
- Intensive ESL programs
- Teacher training programs
- Religious organizations
- ...and more!
- Community Ed programs
- Secondary schools
- Workplace education
- Language institutes
- Libraries

About the publication

Hands-on English is written **by** teachers **for** teachers. We've been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who is familiar with the fun and the challenges involved in teaching ESL.

See us on the web:
www.4w.com/hoe



Copyable activities, hints & tips, worksheets...6 times a year!

No Jargon

Hands-on English is 99% jargon free! We provide practical suggestions, copyable worksheets, puzzles, grammar exercises, multi-level activities and more. The activities are designed with **adult** students in mind. (Secondary teachers tell us the activities are useful for their high school students, as well.)

NEW! Free activities on the Web

Every month we post a current events activity on our web site, written especially for you and your students. You can print this out and try it in your class. Take a look! http://www.4w.com/hoe

Minigrants, too

Hands-on English awards a small number of grants each year for a classroom project. These awards range only up to $200, but they provide the recipients with some recognition for their work, as well as experience in applying for grants. Applications are available upon request, and are due on April 30 each year.

Subscribe today!

We hope you will subscribe and join with the more than 2,000 ESL teachers who read *Hands-on English*. You'll get a lot of great teaching ideas, and you'll be in touch with a network of friends—people who are working with the same kinds of students that you are.

See our handy order form on the reverse side of this flyer.

BEST COPY AVAILABLE

Do you subscribe to "Hands-on English"?

Our readers say:

"Hands-on English is my favorite ESL publication. It truly represents its name." R.G., Lawrenceville, NJ

"...one of the most useful and innovative of resources." —E.W.B., Poughkeepsie, NY

"Hands-on English is the best thing to happen to ESL teachers in the history of the profession." —C.H., Pittsfld, MA

"So useful, and not too long." —D.W., Chapel Hill, NC

"I look forward to each issue—full of useful, practical ideas for lessons, and other information." —L.K., Chicaloon,AK

"We especially look forward to your multi-level crossword puzzles and cultural activities." M.B., Venice, FL

"The new ideas that are provided have delighted all our ESL staff." M.E., Philadelphia, PA

"I use the lesson ideas on a secondary level, and the students are very receptive." M.B., Greenlawn, NY

"Thank you for helping me to be the best teacher I can be, by sending me a first-class periodical full of ideas and activities I can actually use—even in a multi-level environment." —B.D., Ft. Worth, TX

"Just love this publication!" J.G., Kendall Park, NJ

How to order:

Just fill out the form below and send it to us by mail or fax. You are also welcome to place an order by phone or email. And, our website now has an electronic form for ordering as well.

Thank you! We look forward to hearing from you!

—Hands-on English

Back issues are also available at $5 each (10 or more for $4 each).

How to contact us:

http://www.4w.com/hoe

Hands-on **English**

A publication for teachers and tutors of adult ESL

Mail:	Phone:	Fax:	E-mail:
P.O. Box 256 Crete, NE 68333	1-800-ESL-HAND (800-375-4263) or 402-826-5426	402-826-3997	hoe@inav.net

1 yr/6 issues=$21

Editor:
Anna Silliman

Order form

HE-1

Address information

Name: _____

Place (if work): _____

Street (or PO Box): _____

City/State/Zip: _____

Country: _____

This is a: ❍ New subscription ❍ Renewal

Payment method

❑ Check or money order (U.S. funds)

❑ MasterCard or ❑ VISA

Card number: _____

Expiration date: ____ / ____

Cardholder's name: _____

Cardholder's signature: _____

❑ Please bill me; reference p.o. # _____

Items

Subscription for 1 year (6 issues):

❑ **Individual rate** $21
(Permission to photocopy for one teacher's students.)

❑ **Multi-user rate** $28
(Permission to copy for multiple teachers or tutors)

❑ **Back issues** $5/ea
Please specify which: _____

Postage & handling = _____

- For U.S. addresses: Postage is included.
- For Canada or Mexico, please add $4.
- For other countries, please add $10.

TOTAL

On the market

Reviews of useful ESL materials

The Oxford Picture Dictionary *by Norma Shapiro and Jayme Adelson-Goldstein (1998 Oxford University Press). Monolingual edition ISBN 0-19-470059-3 ($12.95 paperback).*

Many, if not most, ESL teachers and tutors are familiar with the Oxford Picture Dictionary in its previous versions. This new 1998 version is similar to the older one in that it coordinates with a teacher's book, workbooks for beginning and for intermediate level students, cassette tapes, overhead transparencies, and has (or soon will have) bilingual editions in many languages as well as the monolingual English text.

But everything about this Oxford Picture Dictionary is *more*. It has more topics, more words, more pictures, more picture sequences (as opposed to just diagrams), more details, more language examples and more teaching suggestions. It is also more colorful, more realistic, more adult, more modern, more interesting and more relevant to the real world.

I would think any ESL program would want a class set of the dictionaries, at the very least. If I were teaching with this material I think I would want the overheads, too. My only concerns would be that very beginning students might feel overwhelmed by so much information, and that elderly students might find the pictures too small. Both of these problems could be minimized with the selective use of overheads.

That said, teachers should remember that any dictionary, this one included, is a reference tool to be used as a supplement to your course materials, not as a substitute for them. The starting point for language teaching is the communication of stories and ideas and questions that the students have; more vocabulary is the tool that will make them better and better at this.

News & notes

Do you know about an ESL event that's not listed on our web site? ***Hands-on English*** *would be delighted to hear from you if you can give us some information about any other interesting events. We will be happy to list events both large and small!*

Upcoming conferences

We like telling you about upcoming ESL events but we don't usually have enough space to list them all. To solve this dilemma, we've put a new ESL EVENTS CALENDAR on our website, where you'll find all the details and information you might want about each event. See it at: http://www.4w.com/hoe/Eventscalendar.html Look there for these fall events:

September 25-26, Wisconsin TESOL in Eau Claire, **Wisconsin**.

October 1-3, 1998, Southeast TESOL Regional conf. in Louisville, **Kentucky**.

October 2-4, New York State TESOL conference in Buffalo, **New York**.

October 3, TexTESOL II conference in San Antonio, **Texas**.

October 9-10, MidTESOL conference inSt. Louis, **Missouri**.

October 9-10, ORTESOL fall conference in Portland, **Oregon**.

October 15-16, Rocky Mountain Regional TESOL conference in Tucson, **Arizona**.

October 15-18, Mexico TESOL convention in Guadalajara, **Jalisco, Mexico**.

October 16-17, Minnesota TESOL in St. Paul, **Minnesota**.

October 16-17, TexTESOL IV conference in Houston, **Texas**.

October 17, Michigan TESOL conference in Lansing, **Michigan**.

October 17, San Diego CATESOL Regional conference in Oceanside, **California**.

October 22-24, "Literacy Liftoff '98" LVA conference in Houston, **Texas**.

October 24, Indiana TESOL conference in Indianapolis, **Indiana**.

October 24, Eastern Pennsylvania TESOL in Glenside, **Pennsylvania**.

October 29-31, SPEAQ Convention in Québec City, **Québec**, Canada.

October 30-31, Ohio TESOL conference in Columbus, **Ohio**.

October 31,Three Rivers TESOL conference in Indiana, **Pennsylvania**.

continued next page

News & notes, cont'd

November 6-7, TexTESOL State conference in Arlington, **Texas**.
November 7, Los Angeles CATESOL conference at UCLA, **California**.
November 12-14, Colorado TESOL conference in Longmont, **Colorado**.
November 13-14, WAESOL conference in Tacoma, state of **Washington**.
November 19-21, TESL Ontario Conference in Toronto, **Ontario**, Canada.

*As always, if you're unable to get online feel free to contact the **Hands-on English** office for conference information.*

Literacy Day

According to UNESCO, a department of the United Nations, September 8th is International Literacy Day. However, many states and communities will observe this event with celebrations throughout the month of September.

Looking for that book??

In our last issue, we mentioned a book called ***Look Again Pictures*** by Judy Winn-Bell Olsen. However, the publisher we listed for the book no longer carries it. The book is available instead from ALTA Book Center, 1-800-ALTA-ESL.

'Alemany Press' was the name of a small publisher of very practical ESL titles, written years ago, which are still very useful today. Since Alemany went out of business, these books have been hard to find—they seem to wander around like stray cats. Several of the titles have now found a good home with ALTA. Some are not yet in their catalog but will be available soon. These include:

Back & Forth
All Sides of the Issue
Writing Warm-Ups
Troublesome English (now called The T*E*S*O*L Grammar Handbook.)

We're glad ALTA has adopted these, and hope they won't scratch up the furniture too much.

Advertising

Audio and Video Resources for Adult ESL

Practical ESL Teaching Techniques, 4 audio cassettes in question- and-answer format provide recommended techniques for teaching the seven fundamental ESL skills: Listening, Speaking, Pronunciation, Reading, Writing, Vocabulary, and Grammar, $49.50. *Order #S07012.*

Video in the ESL Class. One-half hour video, book (175 pages), and 32-page Teacher's Manual provide specifics for getting the most out of video in the ESL class. Complete package, $124.50 *Order #SV7260.*

Index Cards for Guided Conversations, 250 multi-level 3" x 5" cards provide specific adult-level situations requiring dialog between students or students and teacher. Great for oral proficiency development and testing, $29.95. *Order #S04090.*

Satisfaction guaranteed or money promptly refunded. We have been serving the needs of language teachers since 1972. Order on credit card or purchase order by phone **1-800-243-1234**, fax (888) 453-4FAX, e-mail: audioforum@compuserve.com, or write to address below. Ask for a free copy of our 20-page *ESL Catalog*.

AUDIO-FORUM
THE LANGUAGE SOURCE

Audio-Forum
Room C901, 96 Broad Street,
Guilford, CT 06437

Writing Inspirations
A Fundex of Individualized Writing Activities for English Language Practice, by Arlene Marcus (1996). Ideal for tutorials! 176 writing-topic activity cards, containing over 600 writing tasks to choose from, for students of all ages, interests and skill levels. Photocopyable! $23. (ISBN 0-86647-092-1)

Pro Lingua Associates

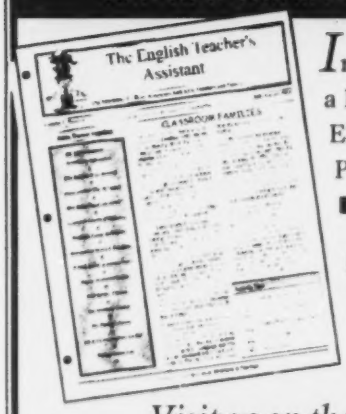
Orders and information: 800-366-4775 or prolingu@sover.net

Back issues of H.O.E.

Hands-on English has back issues available for $5 each (10 or more only $4 each). You can request a descriptive list of these from our office, or acces the back issues list on our web site, http://www.4w.com/hoe/

The English Teacher's Assistant:

The Newsletter for Busy, Innovative ESL/EFL Teachers and Tutors



Introducing...
a NEW Periodical for ESL/EFL Teaching Professionals.

- Fresh teacher-tested activities and games.
- Each issue thematic.
- Photocopiable worksheets.
- Jargon-Free

Visit us on the web at:

www.etanewsletter.com

PHONE: **715.425.8891** / TOLL-FREE **1.877.ESL.NEWS**
FAX: **715.425.2921**

editor@ETAnewsletter.com

Are You a REAL teacher?
Real teachers use REALIA!

Realia Kits for Language Learning

- PROPS TO DEMONSTRATE LANGUAGE CONCEPTS
- CONVENIENT, FUN, AND EASY TO USE
- GET CONCEPTS ACROSS EFFECTIVELY
- INCREASE LANGUAGE RETENTION
- STIMULATE STUDENT INVOLVEMENT

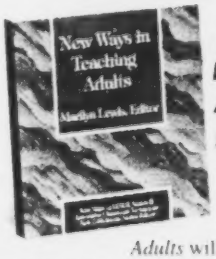
They'll Get it!
Remember it!
and Understand it!

FOR A FREE BROCHURE, CALL OR WRITE:
VOCATIONAL ENGLISH LANGUAGE SERVICE
71 OXBOW CREEK LANE LAGUNA HILLS, CA 92653
PHONE/FAX 714-583-0555 EMAIL realiakits@home.com

Teachers of English to Speakers of Other Languages, Inc.

Essential Tools for Teaching Adults

—from the leaders in second language teaching and learning—



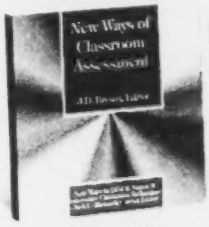
New Ways in Teaching Adults
Marilyn Lewis, Editor

Whether your adult learners are trying to comprehend radio or newspapers or speak to their employers, *New Ways in Teaching Adults* will offer fresh and effective activities to elicit communication and spur language learning. "The units attempt to develop learner autonomy ... many of the tasks are confidence builders, such as overcoming nervousness of responding to answering machines and presenting ideas to peer groups."

—Lawrence Bryant, *Authentically English*, January 1997

Activities organized by type of input draw from authentic sources such as the news, academic, nonverbal stimuli, and more. *New Ways in Teaching Adults* is useful for tailoring integrated tasks to meet the needs of adult learners at any level.

ISBN 0-939791-68-4. US$24.95 (TESOL members $21.95) + $3.50 S/H



New Ways of Classroom Assessment
J. D. Brown, Editor

"The activities set out in *New Ways of Classroom Assessment* represent a viable and bright alternative to the rigid confines of traditional methods of testing preparation ... teachers will be enthralled with the scope and range of assessments provided and their students will be overjoyed to take part in these thought provoking activities."

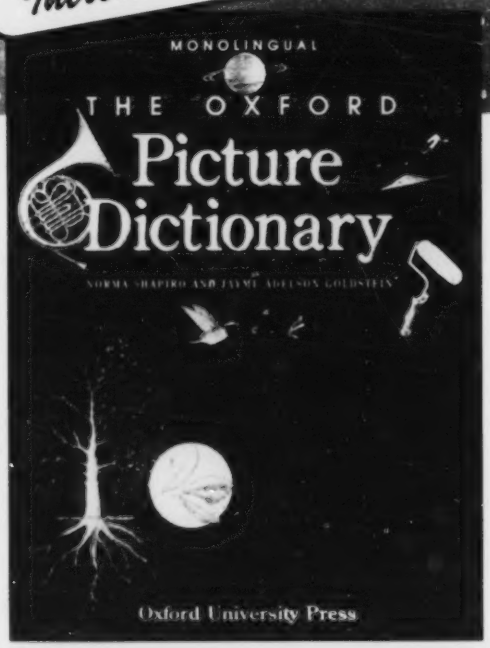
—Chris Kenyon, *American Language Review*, May 1998

This user-friendly reference offers dozens of techniques that go beyond traditional testing perspectives. Effective assessments involve students and foster learning opportunities because testing doesn't need to be an activity that everyone dreads.

ISBN 0-939791-72-2. US$27.95 (TESOL member $24.95) + $3.50 S/H

Teachers of English to Speakers of Other Languages, Inc. • 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314 USA
Tel. 703-836-0774 • Fax 703-518-2535 • E-mail publ@tesol.edu • http://www.tesol.edu/

Introducing



The *Dictionary*

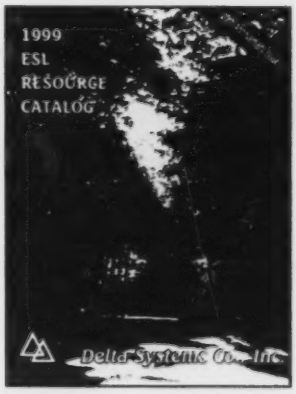
- **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
- **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
- **Monolingual English**
  English/Spanish and **English/Chinese**
  editions of the *Dictionary* now available

Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us on the World Wide Web at: www.oup-usa.org/esl/

Delta Systems Celebrates its 20th Anniversary!!!
Request Your Free 1999 Catalog Now!

Whether you surf the web or prefer standing on dry land, Delta Systems offers:

- More than **100** publishers' materials in one source
- Publishers' net prices to all customers
- Immediate access to over **3,000** titles
- Best–sellers identified to assist ordering
- 24–hour ordering by phone, fax, or **Internet**
- One purchase order does it all!



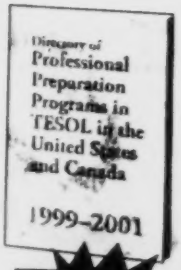
To receive your **FREE** 20th Anniversary issue:
1) Call Toll Free (800) 323–8270 or (815) 363-3582
2) Fax Toll Free (800) 909–9901 or (815) 363-2948
or
3) Explore our catalog on the Internet at:
www.delta-systems.com

Delta Systems Co., Inc., 1400 Miller Parkway
McHenry, IL 60050

Teachers of English to Speakers of Other Languages, Inc.

Locate Programs and Funding to Help You Develop Professionally

The Directory of Professional Preparation Programs in TESOL in the United States and Canada 1999–2001



NEW!

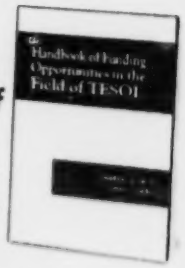
The most comprehensive directory of MATESOL and TEFL certificate programs in North America is revised and now available. This directory is the only reference of its kind—providing all the necessary information to select a program to prepare to teach English to nonnative speakers.

Profiles of nearly 400 programs describe

- program length
- requirements
- courses
- staff
- tuition
- admission requirements

ISBN 9-939791-75-7, US$44.95 (TESOL member $29.95) + $4.50 S/H.

The Handbook of Funding Opportunities in the Field of TESOL



by Stephen Stoynoff and Terry Camacho

TESL educators and students seeking money for research, education, and program development will find this to be the single most comprehensive guide to funding in TESOL.

The Handbook of Funding includes

- More than 200 annotated entries
- Full contact information
- Tips for writing successful grant proposals
- Sample application forms
- Annotated bibliography of resources for money to fund research, education, and individual professional and program development.

ISBN 0-939791-74-9, $14.95 + $3.50 S/H

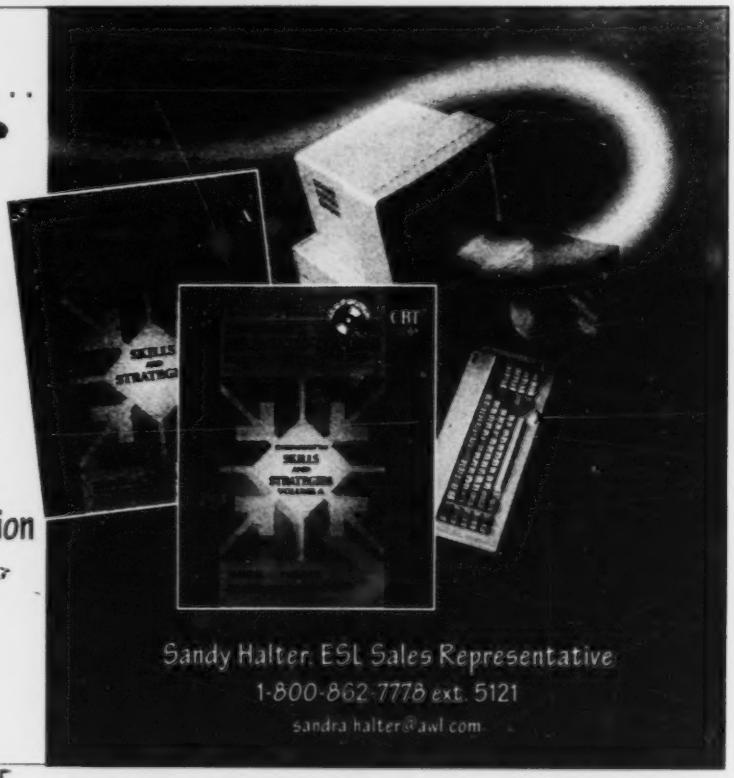
Teachers of English to Speakers of Other Languages, Inc. • 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314 USA
Tel. 703-836-0774 • Fax 703-518-2535 • E-mail publ@tesol.edu • http://www.tesol.edu/

As the TOEFL® Goes Electronic...

Coming October 1998

...so does the Longman Preparation Course for the TOEFL® Test!

Addison Wesley Longman



Sandy Halter, ESL Sales Representative
1-800-862-7778 ext. 5121
sandra.halter@awl.com

BEST COPY AVAILABLE

WAKE UP!

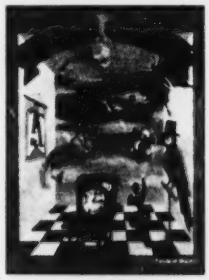
Whether you're teaching or learning English, Alta dares you to open your eyes and "stretch your mind" to a whole new dimension of ESL . . .

ALARM CLOCKS!

WEIRD AND WONDERFUL EXERCISES FOR ENGLISH LANGUAGE LEARNERS

Wake up with . . .

- unique logic puzzles
- brain teasers
- jokes
- vocabulary exercises
- self-tests
- tantalizing cultural snippets
- verbal and graphic energizers



ISBN 1-882483-56-1

Contact Alta to order, for your free brochure, or your FREE 1999 ESL Resource Catalog! With Alta, you'll discover dozens of ways to stretch your ESL mind!

An *alarming* way to "wake-up" intermediate and advanced learners!

Alta Book Center Publishers • 14 Adrian Court • Burlingame, California 94010
Phone: 800 ALTA/ESL or 650.692.1285
Fax: 800 ALTA/FAX or 650.692.4654 • Email: ALTAESL@AOL.COM

Hands-on **English**

A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS SERVICE REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

September/October issue

An extra-big, bumper issue! Bursting with bushels of useful ideas! And still 99% jargon free!

BEST COPY AVAILABLE

Volume 8, Number 4 November/December 1998

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Reading activity: Linda's Christmas 4

From the field: Students discuss solutions 6

ESL game: 'Going to Hawaii'—a board game 7

Multi-level cross-word puzzle: Relaxing and having fun 8

Interview: Tell me about your hobby 10

Grammar grab-bag: Using *enjoy* and *like to* 10

Conversation activity: "Have a good trip!" 11

Citizenship update: Videos as resources 12

News & notes: 13

Preparing for the season

We bring you this issue with some enthusiasm, because we think you'll find lots of ideas here for teaching during what is sometimes a difficult time of year—that long, cold, dark, busy, getting-ready-for-holidays, end-of-semester, end-of-the-year time.

Many of the activities in this issue fit in well with this winding-down time, such as the puzzle on page 8 about 'Relaxing and having fun,' a board game on page 7 the students can enjoy playing while reviewing some basic structures, and a conversation activity on page 11 to practice wishing each other well as we prepare to leave for a break from work or classes.

The human element comes to the fore at this time of year. New students are finally getting to know one another, beginning students are starting to feel more confident, classroom routines have finally started going more smoothly, and suddenly everybody can take a breath and realize that we're happy to see each other when we meet.

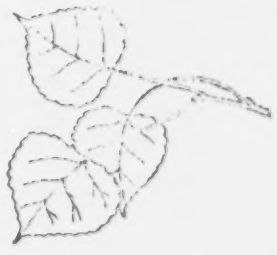
Now that students know each other better, they can really enjoy discussing issues and problems together, such as in the activity on page 6 in which students offer advice to an unhappy housewife. They can sympathize with each other, and with the characters in a story, such as poor Linda on page 4 whose attempts to prepare for the holiday weren't too successful.

As a teacher, this time of year you find that well-planned lessons get interrupted by various festivities and you start to let things slide a bit. . .but if you pay close attention you'll notice that the classes are going better in spite of this. Is this the Zen of teaching? You won't know exactly why things are going well, but they do.

All of this, including the December break from classes, is just in preparation for what is, for some unknown, unprovable reason the most energetic time of year for teaching and learning—January. During January's burst of energy you are going to see the biggest steps forward in many of your students, and in your own development as a teacher.

Perhaps all of the winding-down that goes on now because of the holidays is really winding up and gathering strength for January. So with that in mind, enjoy the season, take care, and we'll see you next year!

—the Editor



FC 801 304

Hands-on **English**

Volume 8, Number 4
November/December 1998

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1998 Hands-on English
(Some images are © www.arttoday.com and are used here with permission.)

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage: Included in U.S. orders. Canada and Mexico add $4; other countries add $10. Single copies of back issues are $5 ea.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Grants Manager: Peter Dowben
Advisory Board: Lety Banks, Dana Cole, Paula Cosko, Cheryl Ernst, Elise Geither, Jean Hanslin, Dianne.E. Scott.

Address correspondence to the editor at:
Hands-on English, P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call (in U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Advertising

We are pleased to bring you advertisements from high-quality publishers in the field as a good source of information on materials. Ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there each month, written expressly for you and your students!

See you there!

Your editor, Anna Silliman, is always pleased to hear from our readers!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ❍ home/ ❍ work
I enclose:

☐ $21 – **Individual rate**
(Permission to photocopy for your own students)

☐ $28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

_____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Other countries add $10.

Name: _____

Place (if work): _____

Street (or P.O. Box): _____

City/State/Zip: _____

✓ Check one: ☐ New subscription ☐ Renewal

Letters

...cards, email messages & calls

Dictionary for beginners

In our last issue, we reviewed the new ***Oxford Picture Dictionary*** *positively but noted it may seem overwhelming to beginners. Fiona Armstrong in New York City promptly sent us this reply:*

"I'd like to add that there is *also* a picture dictionary for very beginning students—it's the RED one, the **Basic Oxford Picture Dictionary** by Margot Gramer (ISBN 0-19-434468-1). It is much simpler in layout and number of words. It too is accompanied by other materials: flashcards, tapes, teacher's resource book and student workbook by the same authors as the new one reviewed in your issue.

"I use this dictionary constantly with my beginning students. It is also accompanied by a Literacy Program (*Basic Oxford Picture Dictionary Literacy Program* by Garnet Templin-Imel and Shirley Brod).

"Many thanks for all your hard work and great ideas." —Fiona Armstrong

Message from the Pacific

"Put me on your list of admirers—HOE is the best help I've found for the ESL class I'm teaching. This is our second year, and we've been nearly desperate. The issues you sent have given us material for at least 6 months.

"I appreciate your expertise and look forward to many years of using HOE. Mahalo Nui Loa (a very big Hawaiian thank you)."

—Karen Cantwell
Laie, Hawaii

Editor's note: If anybody wins the game on page 7, be sure to say "hi" to Karen!

A tidy lesson!

We got this correspondence from ***Dan Wakefield*** *via email. Sometimes those spontaneous teaching moments are the best!*

"I really enjoy your publication, especially the multi-level activities. I use HOE more than any other source. Today an activity happened spontaneously that I thought you might like to hear about.

"Today with my beginning secondary (7-12) class we were studying demonstrative adjectives, this, that, these and those and I happened to have a huge stack of catalogs of all types of educational materials waiting to be sorted and filed. I distributed the catalogs to the students, and had them make four labels, "books", "ESL", "technology", and "other". Then I put model sentences on the board under the headings singular and plural: "This catalog is for _____. That catalog is for_____. These catalogs are for _____. Those catalogs are for_____. These catalogs are the same.

"Students took turns using the model sentences to sort the catalogs into the four labeled stacks. I noticed that low-proficiency students picked through theirs to find easy ones. For some catalogs they have to look inside to assess what kind of catalog it is. After a student ran out of catalogs, he or she took the task of judging the other students' responses. They became a lot more animated at this point in the game. After the catalogs were sorted the students helped me find duplicates and catalogs from the same company but different years so I could eliminate unnecessary ones from my files.

"For me this worked out well. I got those catalogs off the top of my file cabinet and the students had a meaningful task for learning demonstrative adjectives."

Pronunciation software?

Laura Jane Colber in Michigan is looking for an interactive software program to help students with the rhythm and intonation of English. Does anyone know if something like this is available?

Teacher feels confidence

"I love everything about your magazine! You make me feel so proud to be an ESL teacher!"

—Lara Van Dyken
Pompton Lakes, New Jersey

That is the best result from this publication I can imagine. —Editor

Reading activity:
Linda's Christmas

Here's another story from the prolific pencil of **Jill Kramer**, in Columbus, Ohio. Along with this story, she suggests using some of the store ads that come in December to teach the names of the different kinds of decorations.

1.

It is December. Linda goes to a garage sale.

2.

She buys Christmas decorations for her new apartment.

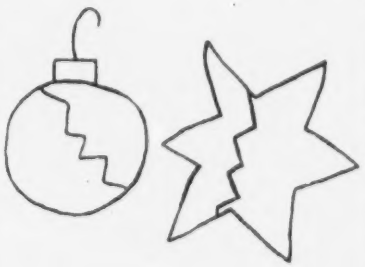
3.

Linda puts up the tree. It falls down.

4.

She puts up the Christmas lights. They don't work.

5.

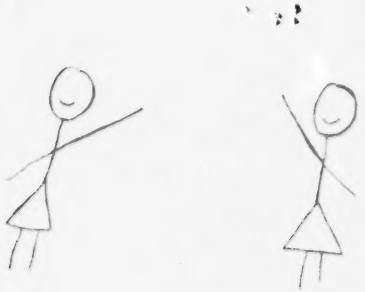


Linda opens the box of ornaments. They are broken.

6.

She is upset.

7.



Linda's mother comes to visit.

8.

"I have Christmas decorations for you" she says.

9.

Linda decorates her apartment. It looks beautiful.

Linda's Christmas, cont'd. . .

Match the word and the picture.

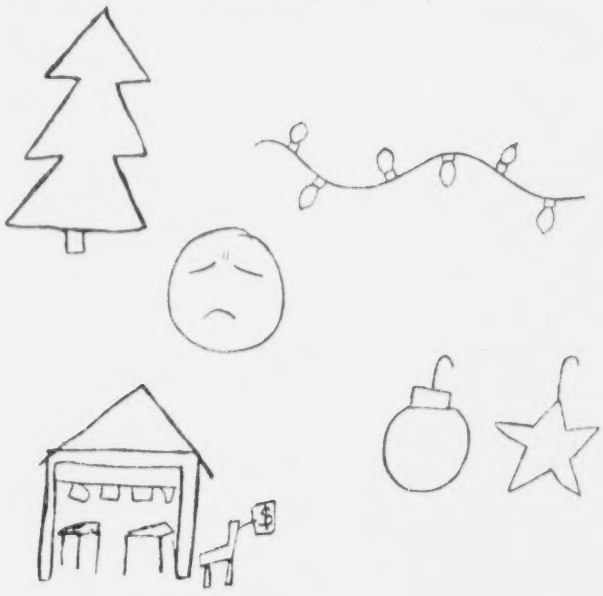
garage sale

tree

lights

ornaments

upset



Choose 'True' or 'False'.

1. It is November.	T	F
2. Linda goes to a clothing sale.	T	F
3. The tree falls over.	T	F
4. The Christmas lights work.	T	F
5. The ornaments are broken.	T	F
6. Linda's father brings decorations.	T	F

Contributed by ***Jill Kramer****, ESL Instructor at the Columbus Literacy Council in Columbus Ohio. In addition, we are pleased to have Jill serving on our HOE Advisory Board.*

Some teaching notes

Whether you are tutoring one student or teaching a whole class, the following activities can be useful for beginning or literacy-level students:

Listening—You tell the story, while the students listen and look at the pictures. (Use props if you can to make the meaning clearer.)

Silent responses—You say a word or sentence, the students show their comprehension by pointing or by acting out the sentence (TPR, 'Total Physical Response' technique).

Retelling—Discuss the story with the students. Then have them retell the story, using the pictures as a guide.

Unscramble the pictures— Using copies of the pictures alone (no numbers or text), have the students listen and put the pictures in order.

Matching text to pictures—Have the students select the sentence that goes with each picture. Then, read the completed story.

From the field:
Students discuss solutions

We were delighted to receive this report from ***Elizabeth Bakker****, teacher at Downey Adult School in Downey, California. She wrote: "I enjoy your great ideas in Hands-on English every issue! It's fun to experiment with new ideas. I've been at this for 20 years now, and still love putting smiles on students' faces." We think your students will like this one, too.*

What should Sue do?

First, the teacher creates a short paragraph or dialogue about an unhappy housewife who has no friends, is home all the time, and is very unhappy with her life. After the students have read about Sue, the unhappy housewife, they decide together how Sue can change her outlook toward life.

The teacher hands out markers and butcher paper and has students work in groups. Three or four students in each group is ideal. They write down their solutions to help her change her outlook toward life. We then tape their solutions on the board and have a representative from each group give a summary of their solutions to Sue's problem.

Teacher comment

This is one of the best lessons I have ever taught because the students are very motivated as well as engaged in the thought process of solving a problem.

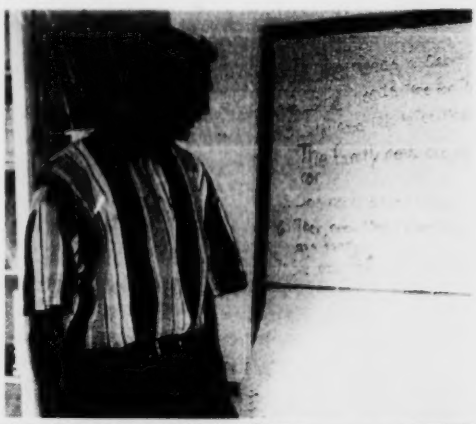
Why it works

Adult students have a lot of life experience they can bring to a problem like this. Further, it puts the student in the driver's seat to be making suggestions and finding creative solutions for someone. And, there are many ways in which a discussion like this could reach into issues students are dealing with in their own lives.

If you'd like to read more about using this 'problem-posing' approach, try *ESL for Action; Problem Posing at Work* by Elsa Roberts Auerbach and Nina Wallerstein (1987 Addison-Wesley). ISBN 0-201-00101-2.

A selection from the students' ideas:

"She needs to find a job."
"She needs to go to school once a week."
"She needs a babysitter."
"She needs some help in the home."
"She needs time to go to the gym."
"She needs to go to the park to walk."
"She needs some study or work to do."
"She needs to visit her relatives more frequently."
"She needs to make friends."
"She needs to go on vacation."
"They need time to be together as a family."
"She needs to spend more time playing with her children."
"She needs a trip to the beauty salon."
"Her family needs one more car."

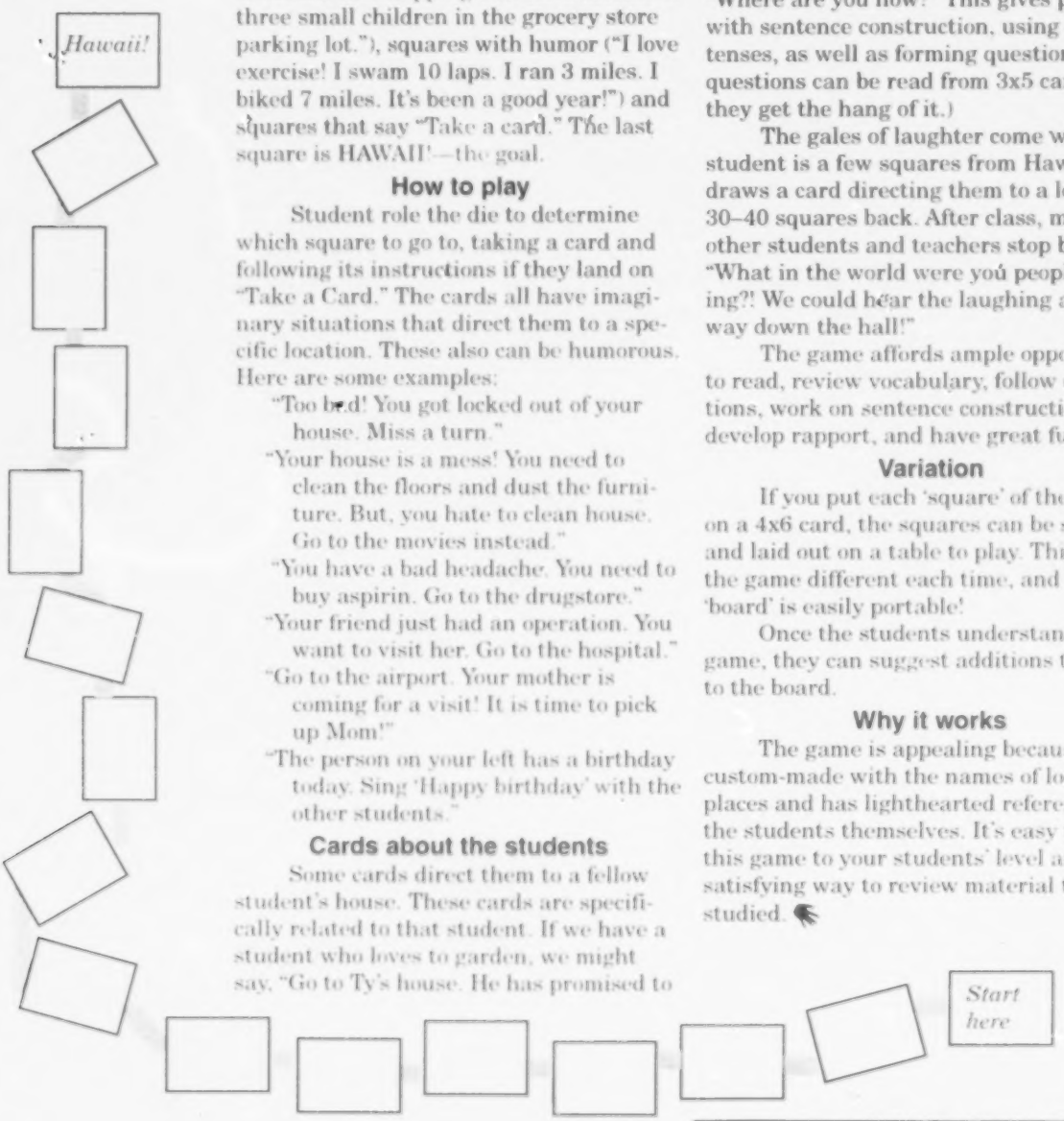


"She needs to meet some more new parents."

ESL game: "Going to Hawaii"—a board game

***Linda Phipps** from Midwest City, Oklahoma, sends us this idea for a board game you can customize for your own students.*

This game would be a fun way to review some of the material the students have learned so far!



Make your own game

Create a gameboard with a trail. Mine has 50 colorful squares big enough in which to write. Mixed together on the trail are squares representing students' houses (these have to be changed every year), local businesses, and locations, from the airport to the hospital, the laundromat to our school, etc. Also included are squares with Bible verses, squares with songs we stop to sing when someone lands on them, squares with advice ("Volunteer to return the shopping cart for a mother of three small children in the grocery store parking lot."), squares with humor ("I love exercise! I swam 10 laps. I ran 3 miles. I biked 7 miles. It's been a good year!") and squares that say "Take a card." The last square is HAWAII!—the goal.

How to play

Student role the die to determine which square to go to, taking a card and following its instructions if they land on "Take a Card." The cards all have imaginary situations that direct them to a specific location. These also can be humorous. Here are some examples:

"Too bad! You got locked out of your house. Miss a turn."

"Your house is a mess! You need to clean the floors and dust the furniture. But, you hate to clean house. Go to the movies instead."

"You have a bad headache. You need to buy aspirin. Go to the drugstore."

"Your friend just had an operation. You want to visit her. Go to the hospital."

"Go to the airport. Your mother is coming for a visit! It is time to pick up Mom!"

"The person on your left has a birthday today. Sing 'Happy birthday' with the other students."

Cards about the students

Some cards direct them to a fellow student's house. These cards are specifically related to that student. If we have a student who loves to garden, we might say, "Go to Ty's house. He has promised to show you how to plant a garden." or "You need a permanent. Go to Elma's house. She likes to give permanents. She wants to be a beauty operator."

Ask a question

As a student is moving to another square, have another student ask, "Where are you going?" He answers "I am going to . . ." Or ask another student, "Where is she going?" The student replies, "She is going to. . ." After the student arrives, have someone ask, "Where were you?" or "Where are you now?" This gives practice with sentence construction, using different tenses, as well as forming questions. (The questions can be read from 3x5 cards until they get the hang of it.)

The gales of laughter come when a student is a few squares from Hawaii and draws a card directing them to a location 30–40 squares back. After class, many other students and teachers stop by to ask "What in the world were you people doing?! We could hear the laughing all the way down the hall!"

The game affords ample opportunity to read, review vocabulary, follow directions, work on sentence construction, sing, develop rapport, and have great fun.

Variation

If you put each 'square' of the board on a 4x6 card, the squares can be shuffled and laid out on a table to play. This makes the game different each time, and the 'board' is easily portable!

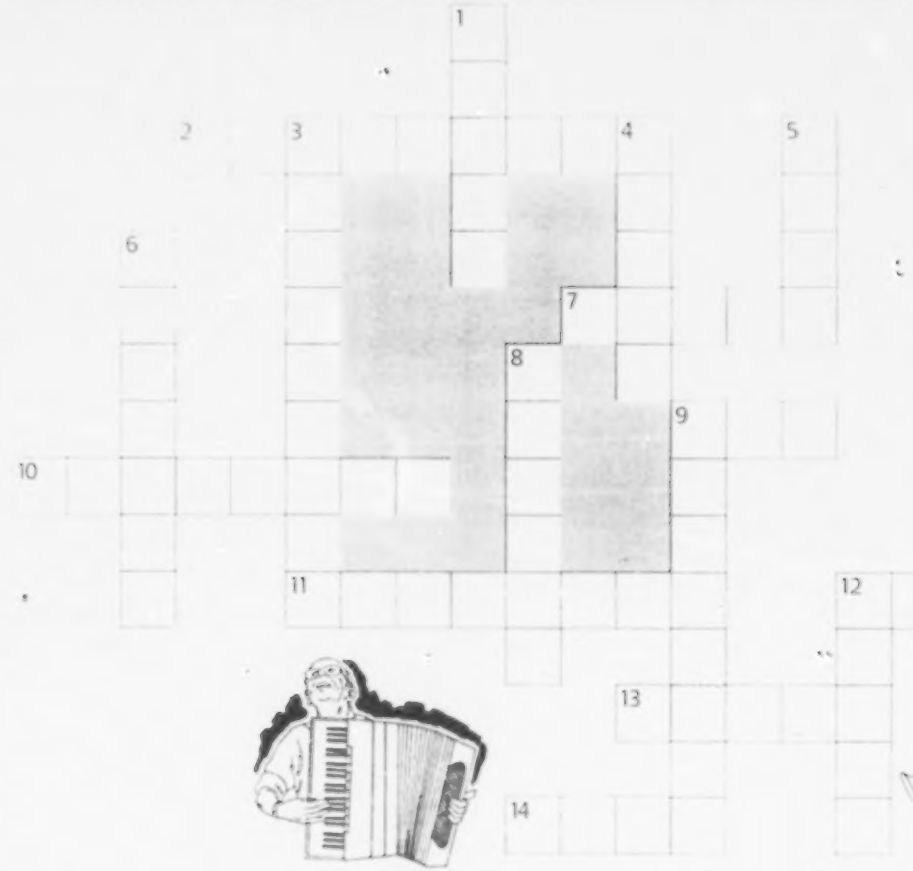
Once the students understand this game, they can suggest additions to make to the board.

Why it works

The game is appealing because it is custom-made with the names of local places and has lighthearted references to the students themselves. It's easy to adapt this game to your students' level and is a satisfying way to review material they've studied.

Multi-level crossword puzzle:

Relaxing and having fun



Word list

celebrate
dancing
drinking
enjoy
free time
fun
good time
hobby
joke
listening
party
play
sports
visit
walk
watch

Level C (harder)

Across clues

2. Do something special, for a holiday or important event.
7. Something you like to do for fun is your _____ _____.
9. If you enjoy something and it makes you feel happy, you are having _____.
10. Some people enjoy _____ alcohol.
11. "Have a _____" means you should enjoy yourself.
12. A _____ in a park is sometimes relaxing.
13. Meet someone at their home to talk or have a meal.
14. A funny story.

Down clues

1. Have a _____ means to invite a lot of people to celebrate something.
3. Many people enjoy _____ to music on the radio.
4. I _____ eating, but I don't like to cook.
5. Let's _____ a game.
6. Some people enjoy _____ to music.
8. Playing _____ is good for your health.
9. If you don't have any work to do, this is your _____ _____.
12. You can do this with TV or videos.

Note to the instructor:

This puzzle will fit in nicely with any discussions of the upcoming holidays, or of the between-semester break from classes. Will your students be taking some time to relax and have fun?

Before doing this puzzle, you might like to start with the interview exercise on the next page, so students have a chance to talk about their leisure activities. The puzzle then makes a nice follow-up to this discussion.

Let your students try the puzzle at Level A first. When they've succeeded at that they can try Level B (which isn't much harder—it just uses different examples). Level C is more challenging—they might like to try it last.

You can follow this up with the grammar practice activity on the next page.

In back issues:

- *For a puzzle about **winter**, see Hands-on English Vol. 6, No. 5.*
- *For a puzzle about many **holidays**, see Vol. 6, No. 4.*
- *For a puzzle just about **Christmas** customs, see Vol. 4, No. 1.*

Level A (easier)

Across clues

2. We are going to a party to _____ my grandmother's birthday. She's 85 years old!
7. "This picture is beautiful. Did you paint it?" "Yes, painting is my _____."
9. Halloween is _____ for the children. They get to wear costumes and eat lots of candy.
10. John enjoys _____ a beer with his friends on Saturday night.
11. "Where are you going?" "I'm going to visit my relatives. They live on the other side of town." "Have a _____ _____!" "Thank you."
12. "What do you do for exercise? Do you play a sport?" "No, but I usually go for a _____ every day."
13. "What are you doing this weekend?" "We're going to _____ my uncle."
14. The teacher told us a funny _____. Everybody laughed!

Down clues

1. Next week there will be a big _____ at the school. All the students and teachers are invited.
3. "Do you like to sing?" "No, but I love _____ to music."
4. "What do you like to do in your free time?" "I _____ cooking. Especially food from my country."
5. "What kind of games do you like?" "I like to _____ cards."
6. At my brother's wedding there was music, _____ and lots of good food.
8. "What is your hobby?" "I enjoy playing _____, like basketball, volleyball and soccer."
9. My husband and I are very busy. We work and go to school. We don't have much _____.
12. In the evening I often _____ TV. It's relaxing for me.

Level B

Across clues

2. When do you _____ the New Year in your country?
7. "Do you have a _____?" "Yes, I like to do needlework."
9. We went downtown to see the parade, but we didn't have _____. The weather was too cold!
10. (Telephone rings) "Hello?" "Hi, Sasha, this is Nina. What are you doing?" "Just _____ tea and talking with my neighbor. Do you want to come over?" "OK—see you soon!"
11. Thank for inviting us last Saturday. We had a really _____.
12. I like to _____ to school when the weather is nice.
13. Please come and _____ me some time. You can see the new baby.
14. Everybody was laughing at the _____ but I didn't understand it.

Down clues

1. Next week we will have a birthday _____ for my son. He is ten years old!
3. I like _____ to the radio while I'm working.
4. "Did you _____ the movie?" "No, I didn't. It was too scary."
5. My neighbor has a computer. He likes to _____ computer games.
6. My sister likes to go out _____ with her friends.
8. Some people enjoy watching _____ on TV, like baseball.
9. "What do you like to do in your _____?" "I like to work in the garden."
12. "Do you want to _____ this video with me?" "Sure."

Conversation activity:

Tell me about your hobby

This activity couldn't be simpler. Ask your students to interview three classmates to ask them what they like to do in their free time. They can record their answers on the worksheet below.

When finished, the students can report back to the entire class about these leisure activities. Another way to summarize this information is to have the students make a class chart for display.

What do you like to do in your free time?

1.

2.

3.

Grammar grab-bag:

"I enjoy listening to music and I like to dance."

Practice with *enjoy [verb]-ing* and *like to [verb]*.

Have the students refer to the three examples of leisure activities they wrote on their worksheet for the conversation activity above. Now for each one, they write two sentences, one with *enjoys doing* and one with *likes to do*.

For example: "Joanna likes to watch TV in the evening. She enjoys watching TV."

Show them an example like this on the board so they can see the structures clearly. Once they have practiced this in writing, have everyone practice it orally as well.

Why it works

The students are learning a commonly used structure in English while creating meaningful sentences about their classmates. The real examples make the lesson more memorable.

Tutor tip

You can do both of the activities on this page even if you are working with just one student. For the conversation exercise, you and the student first interview each other. Then, ask what some friends or relatives like to do. For example, "My brother likes to go on bicycle trips." Write down these examples and make use of them for the grammar exercise, which you can do orally or in writing.

Conversation activity:

"Have a good trip!"

Below are some idioms and expressions we use to wish someone well with their upcoming plans. Your students will enjoy learning these, and you can practice them right before holidays or special events.

First, put the sentences on the board and practice saying them with the students. Next, have each student draw an event card and announce their event to the class. For example, "I'm getting married tomorrow." The other students respond by wishing that student well with any of the appropriate phrases. (More can be added to the list as they come up.)

You can customize this activity and make it more fun by adding event cards that relate to your students or that they already know about.

Oh, and. . .have a great lesson!

Have a good time!
Have a great time!
Have a wonderful time!
Congratulations!
I hope you have a good/great/wonderful _____.
I hope you enjoy yourself.
I hope you enjoy _____ .
Enjoy your ____ !

I'm getting married tomorrow.	My brother's graduation is tomorrow.
I'm going on vacation for two weeks.	I'm going to see a movie tonight.
We have an important holiday this weekend.	I'm going to a big party for ESL students.
I'm going to my sister's wedding on Saturday.	I'm starting a new job on Monday.
My birthday is tomorrow. I'm going to be 100 years old!	I'm going to New York to see my brother.
I'm going to a big party tomorrow in my neighborhood.	I'm going to see my sister. She just had triplets.
I'm going to Florida next week.	I'm going to be on a television show.
I just moved to a new apartment.	My relatives are coming to visit me.

BEST COPY AVAILABLE

Citizenship update:
Videos as teaching resources

Contributed by ***LeeAnn Wolf****, Citizenship Coordinator at the Minnesota Literacy Council in St. Paul, Minnesota. Her email address is: LWOLF@theMLC.org*

The Citizenship Examination Video ($19.00 in English; 1-800-814-1555) by State Immigration Service (a private company in New Mexico) covers the 100 typical citizenship questions by showing questions and answers over images. The speech is slow and natural. All levels of students have used this video.

Curso de Ciudadania (or Citizenship Examination Video in English), is an hour-long video that comes with a manual. It can also be purchased through State Immigration Service (the same company as above) for $25.00. It is a well prepared video that covers what it means to be a U.S. Citizen and the typical history and government questions.

The INS Citizenship Interview: Will They Pass? ($29.95; 1-800-448-8878) by New Reader's Press is a 50-minute video which covers each step of the INS interview, including the oral test, and shows the level of language skills and content knowledge required to succeed. This is modeled by students from diverse backgrounds. The video gives the viewer opportunities to decide if an applicant will pass based on a given criteria. Teachers, tutors and students will benefit from watching this video.

Any differences in the way naturalization interviews are conducted locally and in this video need to be pointed out. For example, in Minnesota applicants are orally asked U.S. history and government questions in the oral interview. They are not asked to read the questions and answer them as shown in the video. Be sure to find out what naturalization interviews are like in your area.

The Asian Pacific American Legal Center in California has produced **U.S. Citizenship, a Dream Come True** ($19.95; 213-748-2022, ext. 47) in English, Spanish, Korean, Mandarin, Cantonese and Vietnamese. This polished, motivational, 45-minute video covers the entire process of becoming a citizen, from determining eligibility, applying, being interviewed and swearing-in. It includes testimonies of newly naturalized citizens, a review of the 100 typical citizenship questions and vocabulary from the N-400. Recent changes in the citizenship process (fingerprinting, testing options), that are not in the video, will need to be pointed out to viewers.

For more information on resources for teaching citizenship, see the Minnesota Literacy Council web site:

www.mlrc.stthomas.edu/mlc/mlc.htm

Once there, select "Citizenship" to find their bibliography of available materials.

Teachers have told us they need help finding appropriate materials and information to teach citizenship. We are fortunate to have this contribution from LeeAnn Wolf. If you know of further resources that might be helpful, Hands-on English would love to hear from you!

A beginning-level citizenship text book

Citizenship; Passing the Test by Lynne Weintraub (1998 New Readers Press, 1-800-448-8878) Student book $11.95, Teacher's Guide and Audiotape also available.

This is a new book that presents the citizenship material at a much lower level of English and literacy skills than other texts. Teachers have told us there is a need for such material as learning this material is quite a challenge for limited-literacy students.

One strength of the book is that it gives a lot of instruction and practice in test-taking throughout, which should help the students to gain confidence. We think the drawings may also be useful in conveying key information and concepts.

—*Editor.*

BEST COPY AVAILABLE

News & notes

Upcoming conferences?

Most of the conferences we know about in North America, scheduled for this fall, have taken place already. To look ahead to spring conferences, see our spiffy new web page, the ESL EVENTS CALENDAR. You can find it at:
www.4w.com/hoe/Eventscalendar.html

Minigrant applications

Do you know about the ***Hands-on English*** Minigrants? Each year we award 5 or 6 small grants for an innovative classroom project. Applications for the 1999 awards will be available in January (due April 30). Call or write *Hands-on English* to have your name put on the mailing list.

Need a gift idea?

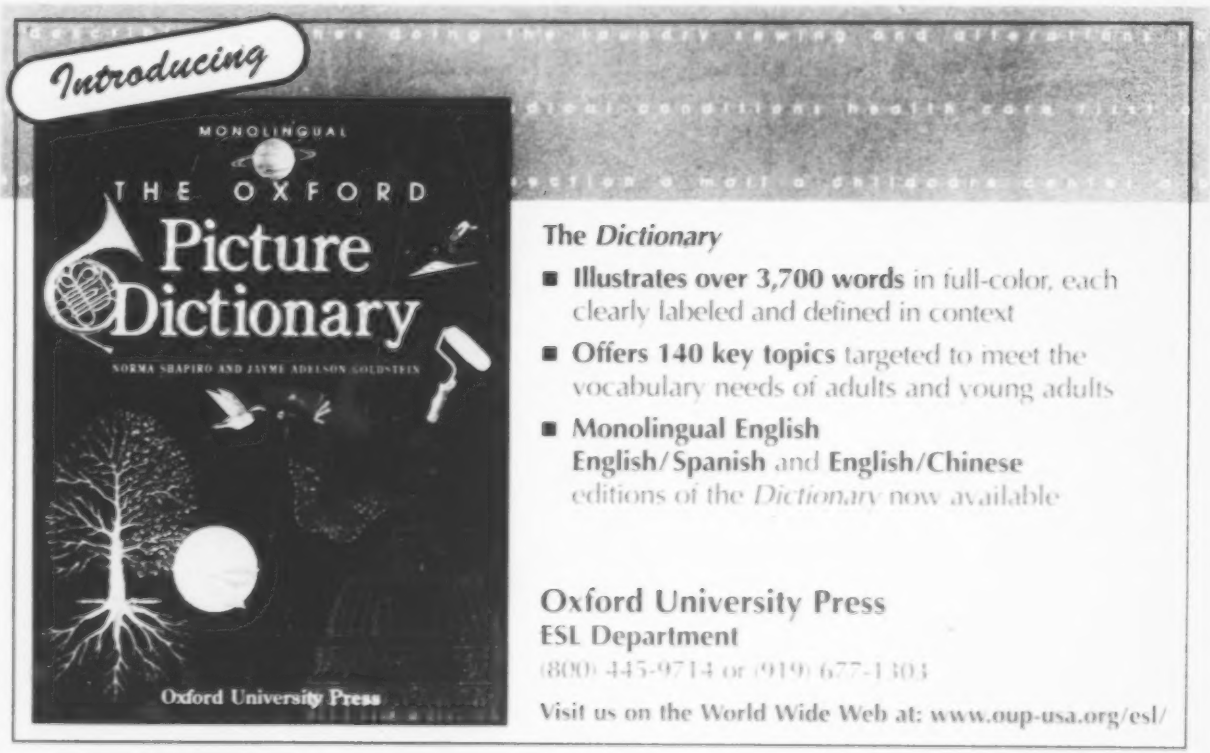
Maybe a colleague would appreciate a subscription to ***Hands-on English*** as a thoughtful holiday gift! We'll be happy to arrange it for you. 1-800-ESL-HAND

Interesting reading

Sometimes the conflicts of the outside world enter the classroom.

If you have access to *TESOL Matters*, the newsprint publication of TESOL (Teachers of English to Speakers of Other Languages), take a look at The August/September 1998 issue. On page 25 there is a moving story by an Israeli ESL teacher in the U.S. who had a strongly anti-Jewish Palestinian Arab student in one of her classes.

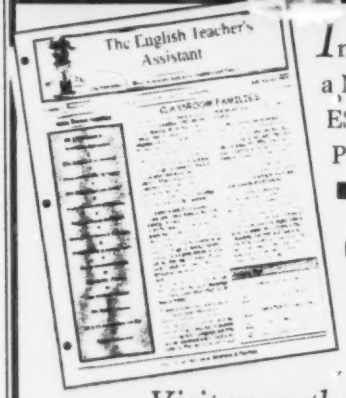
Reading about how they appraised each other at first, and how they slowly grew to be friends in spite of fear, anger, hatred and differences of every kind will warm your heart.


Introducing
MONOLINGUAL
THE OXFORD
Picture Dictionary
NORMA SHAPIRO AND JAYME ADELSON-GOLDSTEIN
Oxford University Press
The *Dictionary*
■ **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
■ **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
■ **Monolingual English**
English/Spanish and **English/Chinese**
editions of the *Dictionary* now available
Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us on the World Wide Web at: www.oup-usa.org/esl/

BEST COPY AVAILABLE

The English Teacher's Assistant:

The Newsletter for Busy, Innovative ESL EFL Teachers and Tutors



Introducing...
a NEW Periodical for ESL/EFL Teaching Professionals.

- Fresh teacher-tested activities and games.
- Each issue thematic.
- Photocopiable worksheets.
- Jargon-Free

Visit us on the web at:
www.etanewsletter.com

PHONE: **715.425.8891** / TOLL-FREE **1.877.ESL.NEWS**
FAX: **715.425.2921**
editor@ETAnewsletter.com

$ Stretch $
your ESL book budget...
BUY REPRODUCIBLES.

Full Blast Productions
website: www.fullblastproductions.com
e-mail: fbp@vaxxine.com
mail: Box 1297 Lewiston NY 14092-8297
phone (905) 468-7558 fax: (905) 468-5706

Listen and Write

100 multi-level reproducible dictation exercises. Mini-stories based on grammatical structures and phonics. Available for $19.95 from:

Rattle OK Publications
P.O. Box 5614
Napa CA 94581-0614

Free sample? Call 1-800-253-8085

Delta Systems proudly presents... the complete works of Carolyn Graham

Carolyn Graham is the creator of Jazz Chanting, a highly successful approach to teaching the natural rhythm of spoken American English using jazz rhythms. The natural rhythm, topics and humor of the chants appeal to young children, teens, and adults. Chanting helps all students communicate, express their feelings, and expand their imaginations. She is the author of more than 20 books. Carolyn Graham is well-known for her collections of songs, chants and poems for children and adults. She is an internationally acclaimed author, storyteller, ragtime piano player and singer. Carolyn Graham has taught at Harvard, New York University and Columbia University.

Mention this ad and receive a 10% discount!

Delta Systems Co.,Inc
1400 Miller Parkway
McHenry, IL 60050
815-363-3582
Toll-free (800) 323-8270 or Fax (800) 909-9901
Shop online at:
www.delta-systems.com

- Jazz Chants for Children
- Jazz Chants Fairy Tales
- Mother Goose Jazz Chants
- Small Talk
- Jazz Chants
- Grammarchants
- Let's Chant, Let's Sing
- Singing, Chanting, Telling Tales
- Big Chants: Myrtle Marie
- Big Chants: I Went Walking
- Big Chants: The Napping House
- The Chocolate Cake
- The Fisherman and the TurtlePrincess
- Rhythm and Role Play
- Turn-of-the-Century Songbook
- The Story of Myrtle Marie

BEST COPY AVAILABLE

Are You a REAL teacher? Real teachers use REALIA!

Realia Kits for Language Learning

- PROPS TO DEMONSTRATE LANGUAGE CONCEPTS
- CONVENIENT, FUN, AND EASY TO USE
- GET CONCEPTS ACROSS EFFECTIVELY
- INCREASE LANGUAGE RETENTION
- STIMULATE STUDENT INVOLVEMENT

They'll Get It! Remember It! and Understand It!

FOR A FREE BROCHURE, CALL OR WRITE:
VOCATIONAL ENGLISH LANGUAGE SERVICE
71 OXBOW CREEK LANE LAGUNA HILLS, CA 92653
PHONE/FAX 714-583-0555 EMAIL realiakits@home.com

Back issues of H.O.E.

Hands-on English has back issues available for $5 each (10 or more only $4 each). You can request a descriptive list of these from our office, or acces the back issues list on our web site, http://www.4w.com/hoe/

Discussion Strategies

Beyond Everyday Conversation by David Kehe and Peggy Dustin Kehe. NEW! 38 activities for high-intermediate to advanced ESOL students. Clear step-by-step focused practice of 13 discussion skills. $12.50
ISBN 0-86647-113-8

Pro Lingua Associates

Orders and information: 800-366-4775 or prolingu@sover.net

A unique teaching tool ...

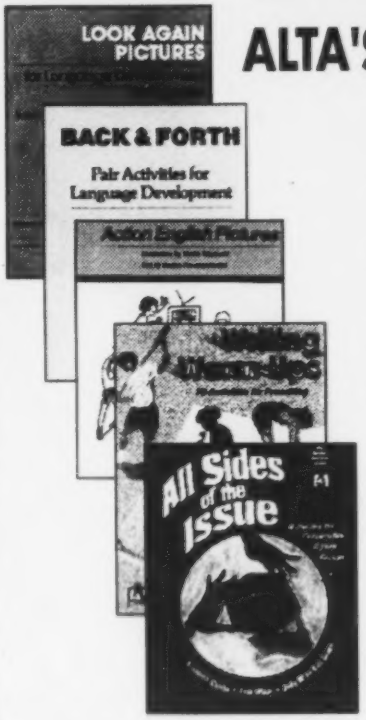
Give them the joy of yet another language: **POETRY!**

MILDRED RAYNOLDS TRIVERS, widow of a U.S. diplomat, mother of seven, is known throughout the Midwest as "The Poet of Twin Ponds Lane." For years, this Radcliffe alum has been followed on PBS radio weekly, reading from her five published books of poetry.

Now, filmed in the rustic beauty of her country estate, she is featured in three 20-minute videos designed to enhance the comprehension and vocabulary development of your students. An American poet reading and describing her own writings...*truly a unique teaching tool!*

To order by mail: Please send check or money order to:
TRIVERS, 5200 Twin Ponds Lane, Muncie, IN 47304
Set of three full-color videos (separate poetry texts included)..... $49.95
( ) The Way of a Poet ( ) Image and Reality ( ) The Sound of Poetry...ea. $19.95
Please add shipping/handling of $3.75 for set of three; or $2.75 for two; $2 for one.

BEST COPY AVAILABLE



ALTA'S "PICK OF THE ESL CROP" Just Got Better!

We Are Now Harvesting These Classic ELT Resources:

Action English Pictures
by Maxine Frauman-Prickel and Noriko Takahashi

All Sides of the Issue: Activities for Cooperative Jigsaw Groups
by Elizabeth Coelho, Lise Winer, and Judy Winn-Bell Olsen

Back & Forth: Pair Activities for Language Development
by Adrian S. Palmer, Theodore S. Rodgers, and Judy Winn-Bell Olsen

Look Again Pictures: For Language Development and Life Skills
by Judy Winn-Bell Olsen

Writing Warm Ups: 70 Activities for Prewriting
by Abigail Tom and Heather McKay

CONTACT US FOR YOUR FREE 1999 ESL RESOURCE CATALOG!

ALTA BOOK CENTER PUBLISHERS 14 Adrian Court, Burlingame, California 94010 USA
Phone: 800 ALTA/ESL or 650.692.1285 • Fax: 800.ALTA/FAX or 650.692.4654
Email: ALTAESL@AOL.COM Website: WWW.ALTAESL.COM

Hands-on **English**
A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS SERVICE REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

November/December issue

BEST COPY AVAILABLE

Volume 8, Number 5 January/February 1999

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Reading activity: A Drunk Driver 4

Writing activity: Valentine's Day letters 6

Grammar grab-bag: "Fifty years from now . . ." 7

Multi-level cross-word puzzle: Technology 8

Vocabulary activity: Home, school or business? 10

ESL games: Quiz game ideas 11
Instruction cards 12

News & notes: 13

On the market: Static "cling" sheets as a teaching tool 13

Citizenship update: Dictation tips 14

FC501304

Professional thinking

Home repairs

This fall we hired a carpenter to come and look at some leaky windows in our home. Since my husband and I practice the "wait and see" method of home maintenance, the diagnosis was pretty grim. Some sills and some of the siding needed to be replaced.

The carpenter spent several hours looking over the job, and then scheduled us for surgery starting three weeks later. Only a few days went by, however, before he showed up again. To our surprise at seeing him, he answered "I was doing the job in my head last night and realized there's one more measurement I need to take." He did some more measuring, looked the job over again for a while, and then drove off.

I was impressed that somebody cared enough about our siding problem to think about it on his own time! It occurred to me that this is really the hallmark of the professional.

Thoughts of ESL

Have you ever gone over a lesson beforehand in your head, to decide exactly how to do it or to consider all the options? Or replayed a lesson in your head afterwards, to figure out what went wrong or perhaps how best to follow it up? Or have you stayed awake at night wondering what do about one particular student?

The time spent in this kind of consideration can never be paid for. Professionals do this because they want the job done in the best possible way with the best possible long-term results. Real dedication to a craft means it's always in the back of your mind.

A professional teacher isn't someone who necessarily has all the answers and expertise, but rather is someone who is willing to use all of their expertise to work on every new problem.

Meanwhile, back at the ranch

The work on our house proceeded well, and from the siding we moved on to repairing a door which had never worked right. This door proved to be a problem. The carpenter discovered that the whole frame had to come out; the job took longer than expected. Once it was done, he commented, "I learned a lot from working on this door."

Learned a lot?? This man has been a carpenter for decades. You would think he already knew everything about doors. I realized that this is yet another sign of the true professional—one who is always learning from the work.

Teaching to learn

There is no way anyone can ever know everything about the teaching craft, or everything about ESL. Learning a language is partly a mystery, every student is different, every class is different, and new situations come up all the time. A good teacher doesn't expect each student to behave the same; a good teacher is willing to keep learning everything necessary for solving each new problem. This takes a lot of time and dedication.

If you are one of these people, like our carpenter, you are worth more than your weight in gold.

Happy teaching!

—the Editor

79

Hands-on English

Volume 8, Number 5
January/February 1999

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1999 Hands-on English
(Some images are © www.arttoday.com and are used here with permission.)

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage: Included in U.S. orders. Canada and Mexico add $4; other countries add $10. Single copies of back issues are $5 ea.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Grants Manager: Peter Dowben
Advisory Board: Lety Banks, Dana Cole, Paula Cosko, Cheryl Ernst, Elise Geither, Jean Hanslin, Dianne.E. Scott.

Address correspondence to the editor at:
Hands-on English, P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call (in U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Advertising

We are pleased to bring you advertisements from high-quality publishers in the field as a good source of information on materials. Ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there each month, written expressly for you and your students!

See you there!

This is Nuisance, our new office manager. As you can see, he's still having trouble with some of that red tape!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ○ home/ ○ work
I enclose:

☐ $21 – **Individual rate**
(Permission to photocopy for your own students)

☐ $28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

_____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Other countries add $10.

Name: _____

Place (if work): _____

Street (or P.O. Box): _____

City/State/Zip _____

✓ Check one: ☐ New subscription ☐ Renewal

Letters

...cards, email messages & calls

Pronunciation software

We had two responses to the query in our last issue about computer software for pronunciation.

Penny Barnes writes: "I saw a demo of 'Speechworks' CD-ROM which is for accent reduction and to improve English speaking. Contact: John P. Spancake at trsoft@lr.net or the website: http://www.trinitysoftware.com

Mimi Brauch, who teaches at a workplace program at UPS writes: "I am using 'American Speechsounds' from Speech Communication, Inc., Newport Beach, CA 92660. The number is 1-800-797-TALK. Contacts are Adele Kopecki and Nancy Hiser. Their website is at: http://www.speechcom.com/

"I ordered this program for our corporate library, and other departments have ordered it for their internationals trying to improve their English. My only issue with it is that it doesn't say, 'Yes, you're right,' or 'No, you need to say it this way...' I don't know if that's a realistic requirement or not.

"Regardless, I think it's very nicely done and gives lots of options. I suggest she call them for a preview copy."

Wanting to network

Two instructors contacted us recently hoping to do some networking through *Hands-on English*.

Corporate ESL?—Mimi Brauch (who also submitted a software recommendation, above) has a unique position at UPS (United Parcel Service) in New Jersey. She coordinates a workplace ESL program there for a substantial international population in Information Services. Many of these employees are engineers or have advanced degrees already. She would very much like to make contact with other instructors who are working in this kind of setting. If you know of someone like this, please contact Mimi at: mbrauch@njemail.ups.com

Start a school?—Denise Acevedo writes: "I can't believe I've been teaching ESL for 9 years! I am still loving it every moment! My dream is to have my own private ESL school, so connect me with others who feel this way. Part-time work, horrible pay (in Gainesville, Fl.), etc., are only part of the reason why I want my own school! Any nibbles?!! I am particularly interested in the grants information. I love writing grants and am hoping to find something to help me financially to open my school. Any suggestions? If so, contact Denise M. Cauchon-Acevedo, M.Ed., 3310 N.W. 30 Avenue, Gainesville, Florida 32605. Office telephone: (352) 395-5196. Email: denise.acevedo@santafe.cc.fl.us

Interested in culture

"I have a request for information from you, your staff, or other readers of *Hands-on English*. I have become very interested in the concept of 'high-context' cultures and 'low-context' cultures as described by Edward T. Hall in his books. Although I am from a 'low-context' culture, the majority of my adult students are from 'high-context' cultures. I am trying to design lesson plans and develop teaching ideas that I can use to reach my 'high-context' culture students.

"I'm sure that many HOE readers are in this same situation. If anyone has ideas that they are willing to share with me, please send them to my e-mail address: stapletn@erols.com.

"Thank you very much for your help and KEEP UP THE GOOD WORK!"

—**Kitty Stapleton**, ESL/Adult Education
Fairfax County Public Schools

Editor's note: The reader is referring to the cultural anthropologist Edward T. Hall, who wrote in ***Beyond Culture*** *(1976 Anchor Press) about how the structure and assumptions in each culture affect how people learn.*

Reading activity:
A Drunk Driver

This story is contributed by **Jill Kramer**, in Columbus, Ohio. (See some teaching notes on the following page.)

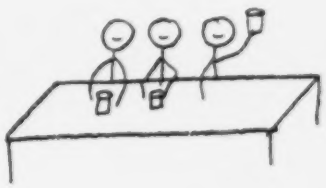
1.

This is Jake Logan. He is 23.

2.

After work Jake goes to a bar.

3.



He meets some friends.

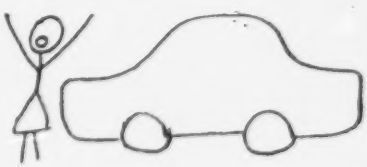
4.

He drinks 6 bottles of beer.

5.

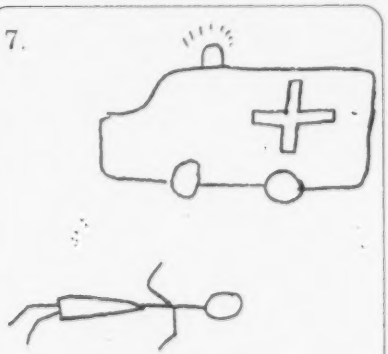
He gets into his car.

6.



The car hits a girl.

7.



The girl is injured. She goes to the hospital.

8.

A policeman takes Jake to jail.

9.

Jake spends one year in jail.

A Drunk Driver, cont'd. . .

Contributed by ***Jill Kramer****, ESL Instructor at the Columbus Literacy Council in Columbus Ohio. In addition, we are pleased to have Jill serving on our HOE Advisory Board.*

Some teaching notes

It is always useful to have serious, adult topics available in an easy-to-read format for literacy level and beginning students. Jill Kramer has created a number of these picture stories for her students with simple pencil drawings.

The "Drunk Driver" story came about as part of a unit on crime. Jill first used the Oxford Picture Dictionary to teach words for crime such as: murder, robbery, mugging, vandalism, drunk driving, etc. The class discussed the issue of crime in America and in the students' native countries. They talked about calling 9-1-1 for emergency help.

Finally, the students read and practiced this story. Jill reports they were interested in the story, and in learning words such as *jail* and *injured*. They also discussed the verb *spend*, meaning both spending time and spending money.

Follow-up activities

Whether you are tutoring one student or teaching a whole class, the following activities can be useful for beginning or literacy-level students:

Listening—You tell the story, while the students listen and look at the pictures. (Use props or pictures if you need to, to make the meaning clearer.)

Silent responses—You say a word or sentence, the students show their comprehension by pointing to the correct picture, or by acting out the sentence (TPR, 'Total Physical Response' technique).

Retelling—Discuss the story with the students. Then have them retell the story, using the pictures as a guide.

Unscramble the pictures— Using copies of the pictures alone (no numbers or text), have the students listen and put the pictures in order.

Matching text to pictures—Using cut out sentence strips, have the students select the sentence that goes with each picture. Then, they read the completed story aloud.

Further discussion

Stories about things that really happened are always interesting. If you have a story about a car accident you witnessed or were involved in, the students might like to hear it. They may have some of their own stories to contribute, too. Also, stories about former students can be very useful for this purpose.

Do your students know what to do in case of an accident? It might be useful to review some of the do's and don'ts for this situation. A role-play of an accident would be good practice, too.

Match the word and the picture.

car

beer

injured

policeman

jail

Writing activity:
Valentine's Day letters

Literary Valentines

*Last year, **Patricia Jody** told us about a writing activity in which she had her advanced students write valentines from the point of view of one character in a story to another! Here's what she reported:*

The valentine project was a very interesting way for the students to demonstrate their understanding of the relationships between the characters. At the time of this project, we had read three short stories: O. Henry's "Gift of the Magi," "One Thousand Dollars" and S.I Kishor's "Appointment With Love". All three stories dealt with love, but "Magi" deals with love and sacrifice, "Dollars" is about unselfishness and love, and "Appointment" deals with loving someone for their true self - who they really are, not as they pretend or appear to be.

Anyway, a valentine from Jim to Della (Magi) might say not only how much he loved her and her beautiful hair but how much he didn't mind selling his heirloom gold watch to see the lovely combs in her hair. Hollis (Appointment) might tell her Lt.Blandford how much she hoped he would be as wonderful (kind, considerate) in person as he was in his letters. This alludes to the little 'test' she gives him in Grand Central Station. The possibilities are endless. Most of my students did very well.

The valentines were assessed not on the beauty of the card, but on how well the students understood the nature of the characters. This was also an opportunity for the students to practice writing and grammar. The note itself was given as a homework assignment the night before. The students came to the class prepared with their ideas.

The activity incorporated all the skill areas and the students were anxious to display the cards and discuss them. Often, I hear criticism of projects like these because they're "artsy/ craftsy" or too juvenile. That has not been my experience. My students are all adults, ranging in age from 18 to 50+. They all were actively involved and engaged in the activity. They all, both male and female, enjoyed it.

Some other stories

We checked around to see if we could find some stories with romantic content that your students might like to work with. Here's what we found:

- (for beginning/literacy students)
  "Elevator Romance," in *Very Easy True Stories* by Sandra Heyer (1998 Addison Wesley Longman), page 13. A young man and woman are trapped in an elevator; they fall in love and later marry. The story is told with a picture sequence.
- (for beginning students)
  "The Love Letters," in *True Stories in the News, 2nd Edition* by Sandra Heyer (1996 Addison Wesley Longman), page 18. A two-year romance with a surprise ending.
- (for high-beginning students)
  "Yukio and Cindy," in *Variations* by Patricia Duffy (1986 Prentice Hall Regents), page 53. A Japanese and an American fall in love but can't decide where they should live.
- (for all levels)
  "What's the Story?" Picture Sequences, published by Longman (1981) but no longer available. If you have this in your library, see Unit 12 about a wedding.

There are many short, easy readers written for ABE students and new readers (not necessarily ESL) that might be suitable for your students as well. **New Readers Press** (1-800-448-8878) has an anthology called "Love Stories" in their Timeless Tales series—this includes the story of Romeo and Juliet in easy-to-read language. They also have a romance series of six readers called "Janet Dailey's Love Scenes."

Globe Fearon (1-800-848-9500) also has adult titles for new readers, including 10 romance novels in their Fastback series, and 10 more in their Double Fastback series (these are written at a 4 – 5th grade reading level).

♥ ♥ ♥ ♥ ♥

Once your students have read and discussed a love story at their reading level, ask them to pretend they are one of the characters in the story, and write a valentine to their loved one in the story. To make this clear, you can demonstrate by writing one for them on the board. ♥

Grammar grab-bag:
"Fifty years from now. . ."

Talking about the future

Start the countdown for millenium fever! The approach of the year 2,000 brings lots of thoughts about the future. You'll be hearing more and more of this on the news in the next few months.

Do you know what will happen 50 years from now? Here's a great opportunity for your students to practice a structure for talking about the future, while voicing their own opinions, thoughts, hopes and fears about what's ahead.

How to do it

Depending on the level of your students, you may need to introduce the structure: "Do you think people will. . .50 years from now?" Then have the students write a question for each of the examples below. (If they can think of other questions about the future they can write these, too.)

Once the questions are written, have the students meet in groups of 2 or 3 to discuss them. It would also be interesting to take a poll of the entire class.

What do you think about the future, 50 years from now?

1. travel to Mars

Do you think people will travel to Mars, 50 years from now?

2. drive electric cars instead of gas-powered cars

3. use faster computers

4. live on the moon

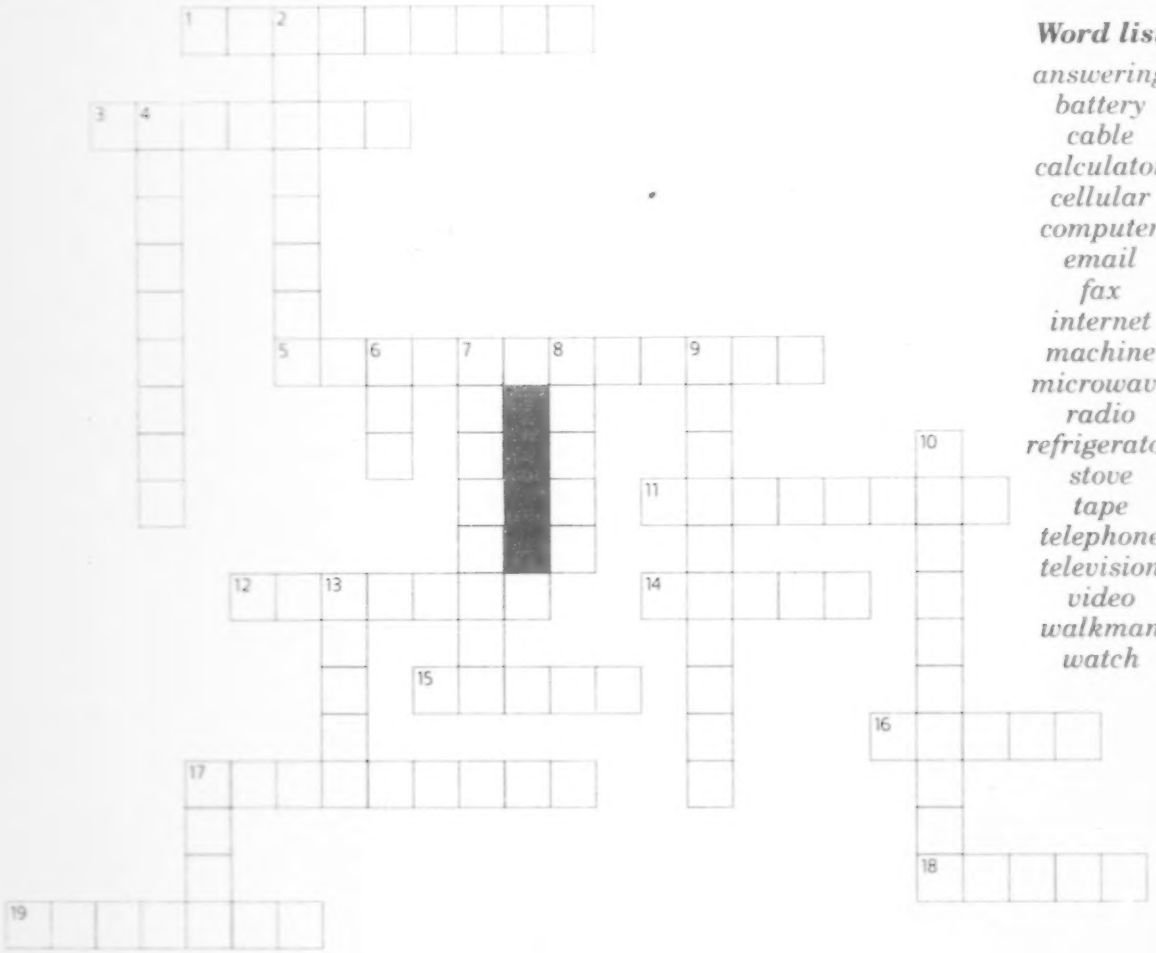
5. find a cure for AIDS

6. have democracy in China

7. have peace in the Middle East

8. have one language in Europe

Multi-level crossword puzzle:
Technology



Word list

answering
battery
cable
calculator
cellular
computer
email
fax
internet
machine
microwave
radio
refrigerator
stove
tape
telephone
television
video
walkman
watch

Level A (easier)

Supply pictures for these words:

Across clues

1. microwave
3. walkman
5. refrigerator
11. cellular (phone)
12. (copy) machine
14. video
15. stove
16. watch
17. telephone
18. radio
19. battery

Down clues

2. computer
4. answering (machine)
6. fax (machine)
7. internet
8. email
9. television
10. calculator
13. cable (TV)
17. (audio cassette) tape

Note to the instructor:

To make the easiest level set of clues for this puzzle, the best thing is to make them from pictures you cut out from a local electronics store advertisement (for example, Best Buy, Radio Shack, etc.) Tape or paste these to a large sheet of paper with the clue number (i.e., # 1 Across) next to each one.

If you have student assistants, this would be a good project for them to do. When it's finished, this set of pictures can be re-used every time you do the puzzle.

We can't think of any way to illustrate the word 'internet' (#7 Down), so you may want to just give the word instead of a clue. 'Email' could be illustrated with a printout of an email message.

Level B

Across clues

1. If the food is cold, you can heat it in the _____ for one minute.
3. When I walk to school, I listen to music tapes on a _____.
5. This machine keeps your food cold.
11. Some people have a telephone in their car. This is a _____ phone.
12. I need 10 copies of this page. Do you know where I can find a copy _____?
14. You can borrow or rent a _____ and watch it at home, if you have a VCR.
15. You can cook your food here.
16. "Do you know what time it is?" "No, sorry. My _____ is broken."
17. You can talk to your friends with this.
18. You can listen to music if you turn this on.
19. "What's wrong with this calculator?" "It's OK—I think you just need a new _____."

Down clues

2. My daughter wrote a story on the _____ at school.
4. If you call the school, you can leave a message on the _____ machine.
6. If you need to send a _____, you can take it to a copy store. It costs two or three dollars.
7. You can read the news from all over the world on the _____.
8. The teacher showed us how to send an _____ message with the computer.
9. You can see the weather report on _____.
10. I added up the price of all the groceries with a _____.
13. My brother has _____ TV. He can watch many different channels.
17. If you want to practice listening to English at home, the teacher can lend you a _____.

Level C (harder)

Across clues

1. This is a kind of oven that can heat food very quickly.
3. This is a small tape player with a headset for listening. You can carry it with you.
5. This is an electric appliance for storing food.
11. You can carry this kind of telephone with you and use it anywhere.
12. You can duplicate photos and letters on this machine.
14. Many people like to watch a movie _____ for entertainment.
15. This cooking appliance can be electric or gas.
16. You will always know what time it is if you wear one of these.
17. It is cheap to make local _____ calls but more expensive if you call long distance.
18. Some people listen to this in their car while they are driving.
19. Some appliances use a _____ for power.

Down clues

2. You can use this machine to do work or to play games.
4. If you have one of these machines, people can leave telephone messages for you when you aren't home.
6. This machine is the fastest way to send a document from one city to another.
7. The _____ has information about many different subjects. You can read about these with a computer.
8. You can send a message anywhere in the world by _____.
9. Usually people watch this at home for news or entertainment.
10. You can add, subtract, multiply or divide numbers with this machine.
13. This service costs extra every month but you get many more TV channels.
17. Many ESL books also have a cassette _____ you can listen to.

Vocabulary activity:

Home, school or business?

Here is an interesting way to review the vocabulary from the technology puzzle on page 8. Give your students a copy of the sheet below, with a column for each of the three areas where we use technology—home, school and business.

One by one, read out the technology items. For example, "telephone." Ask the students to write this word in every column where we use this item. (In the case of the telephone, of course, it will go in all three columns.)

In some cases, there may be some discussion or debate. For example, people usually watch videos in their homes, but if your school has a media lab perhaps videos are used at school as well. In the case of a business, it might depend on what kind of business. A stove, for example, would certainly be used in a restaurant business. Students could make a note on their sheet to clarify this.

For more items, ask the students if they can think of other technology to add to the list. They could also look in a picture dictionary to find more examples.

answering machine
battery
cable TV
calculator
cassette tape
cellular phone
computer
copy machine
email
fax
internet
microwave oven
radio
refrigerator
stove
telephone
television
video
walkman
wristwatch

Where do people usually use these things?

Home	School	Business

ESL games: Quiz game ideas

Everybody seems to love quiz games, but most of the ones available in games stores or seen on TV are just too difficult for our students. With appropriate material, though, this format can be a fun and interesting way for students to review and practice language skills.

Commercially available quiz games like "Trivial Pursuits," "Brain Quest," "Game of Knowledge" and many others that are written for native speakers are usually not appropriate for ESL. The vocabulary is difficult and the questions are often based on arcane facts within our culture or history that a newcomer wouldn't know. Trying to answer these would be discouraging for the students.

A commercial ESL game

Fortunately, there are at least two publications for ESL that offer this kind of activity. One is *Discovery Trail*, a quiz-type game by **Pro Lingua Associates** (1-800-366-4775) that is available either as a board game or as a quiz card game. Either way, you can get question cards for up to 10 different topics, 90 cards each for a total of 900 questions. The topics are: 3 levels of grammar questions, prepositions, two-word verbs, proverbs, idioms, world facts, U.S. facts and U.S. citizenship. These questions are appropriate for intermediate through advanced level students.

We have played this game and think it's a useful one that your students might enjoy. They can play the game one topic at a time, taking turns drawing a card and asking a question, keeping the card if they answer correctly. If you get the game board, or make one yourself, they can move around the board, drawing the card indicated on each space.

A trivia game

The other great resource for ESL quiz games is a book called *Talk about Trivia, 1001 Questions* by Irene Schoenberg (1986 Addison Wesley Longman; ISBN 0-582-90721-7). There are six categories and two language levels, appropriate for high beginning and intermediate students. The multiple-choice questions are fun and sometimes humorous. If you want to go to the trouble of cutting these up into question strips you can, or the students can just read the questions out of the book. We found that students really liked this material.

Three playing styles

To play any kind of quiz game, once you have some appropriate questions, students can just take turns drawing a question card. Or, you can prepare a game spinner (blank ones are available in teacher supply stores) with the categories of questions marked on it. Each student spins to determine what kind of question card to draw. Another popular approach is to use a game board with squares marked off and labeled with the different categories. The students move around the board by rolling a die, and draw question cards according to what square they land on. A board like this is easy to make on a large sheet of paper or tagboard.

Instruction cards

Instead of a game board or spinners, another really good way to run a quiz game is with a set of instruction cards. This idea comes from 'Brain Quest' (a quiz game not for ESL). A player first draws an instruction card, which might say "The player to your left will read the questions. Answer two questions. For each correct answer, you get to keep the card."

We have designed some instruction cards for your students (see page 12). If you print up a set for each group, this will make a really interesting game. Lots more language gets practiced this way than just using the quiz questions! Also, the instruction cards can be used again with any set of quiz questions.

Student-made quizzes

A wonderful way to review material the students have been learning is to have them create a quiz game from past classroom material, handouts, chapters studied, etc. Have the students decide what categories to include ('drivers license,' for example if that was studied). Then have students work in small groups. Each group is assigned one topic and writes ten quiz questions about it. Or if there was a lot of material they could write questions on more than one topic. Have them put their questions on index cards (each topic gets a different color). When these are ready, the groups can combine their questions and play any form of quiz game—using just the cards, a game board, spinners, or instruction cards.

(See a set of instruction cards on the next page. . .)

Quiz game ideas, cont'd. . .

Instruction cards

Use these cards to organize a quiz game. Print a set for each group of students. By turn, each student draws an instruction card and reads it aloud. (They will also need at least two categories of quiz questions on cards.) The student with the most quiz cards at the end is the winner.

Variation

You can also play a quiz game with chips (or dried beans or something similar) as the prize for answering a question correctly. To do this you'll need to modify the instruction cards below to read "lose one chip", etc.

You choose a category. The player on your right will read two questions. For each correct answer, you keep the card.	The player on your right will read two questions, but you only have to answer one. If your answer is correct, keep the card.
You choose a category. The player on your left will read two questions. For each correct answer, you keep the card.	You can choose any category. Then the player on your right will ask you one question. If your answer is correct, you keep the card. If your answer is wrong, you lose one card.
You can choose any category. The player on your left will read one question. If your answer is correct, you keep the card.	Choose one question to ask the player on your left. If the answer is correct, the other player keeps the card. If the answer is wrong, *you* keep the card!
You can choose any category. Then the player on your left will read one question. But if your answer is correct, you *lose* one card!!	Choose one question to ask the player on your right. If the answer is correct, the other player keeps the card. If the answer is wrong, *you* keep the card!
You can relax. You don't have to answer a question this time.	The player on your left will choose a category. Then the player on your right will read a question. If your answer is correct, you keep the card.
You can choose any category. Then the player on your right will read one question. If your answer is correct, you keep the card.	The player on your right will choose a category and read two questions. If both answers are correct, you keep *three* cards!
The player on your right will choose a category. Then the player on your left will read a question. If your answer is correct, you keep the card.	Choose a question to ask the player on your left. If the answer is correct, you both keep one card. If the answer is wrong, nothing happens.
The player on your left will read two questions from two different categories. If your answers are both correct, you keep the cards. If you miss one, you keep no cards.	Choose a question to ask the player on your right. If the answer is correct, you both keep one card. If the answer is wrong, nothing happens.
The player on your right will read three questions from the same category. If all three answers are correct, you can keep one card.	

News & notes

We now maintain an ESL EVENTS CALENDAR on our website, which currently lists 45 events of possible interest to you. You can find it at: www.4w.com/hoe/Eventscalendar.html

Upcoming conferences

Please visit our website for all the details on these and other conferences!

- March 9–13, 1999—International **TESOL** Convention in New York City.
- March 26–27, 1999—**Masachusetts TESOL** conference in Boston.
- April 14–18, 1999—**CATESOL** State conference in Reno, Nevada.
- April 15–17, 1999–**Arizona TESOL** Conference in Phoenix.
- April 18–20, 1999—National Conference on **Family Literacy** in Louisville, Kentucky.
- April 23–24, 1999—**Georgia TESOL** conference in Athens, Georgia.
- April 23–24, 1999—**Illinois TESOL/BE** conference in Chicago, Illinois.

Minigrant applications now available

By the time you read this, the grant applications for our 1999 Minigrant competition will be available. If you have previously requested an application, you should be receiving it in the mail. Feel free to contact us to get your name on the mailing list, too.

What are the ***Hands-on English*** Minigrants? Each year we award 5 or 6 small (up to $200) grants for innovative classroom projects. Applications for the 1999 awards are due April 30th.

Why the Minigrants? This is one of the most fun and heartwarming things that happens every year in our office—we get to support and encourage instructors who are doing innovative things with their students.

On the market

We ususally review ESL materials in this column, but this time we have found a *tool* for your classroom that we thought you should know about.

Static "cling" sheets

How about an inexpensive, reusable poster material that needs no tape or clips to put up? The business world has been using these magical sheets for some time. Have you tried them yet? They are perfect for the itinerant adult ESL teacher.

The sheets are a shiny, soft, mylar-like material that actually does cling like magic to most surfaces. We tried it on a smooth wooden door, on a bumpy-textured wall and on a window and it worked great in each case. You can write on these with erasable markers and wipe them off again, exactly like the "white-boards" that many classrooms have. You can also write on them with permanent markers, in case you don't want the writing to wipe off.

Either way, the sheets can be easily removed and rolled up at the end of the class. You could probably keep using them indefinitely, although we're not sure what effect dust accumulation might have on their clinginess.

Three cheers for static!

Several companies make a product like this. The one we tried was made by Avery Denison Office Products and is called "Write On-Cling Sheets." These are poster-size, come with a cardboard easel, and would be nice for classroom use but a little large if you needed to carry them around with you from school to school. The same material comes in smaller, note pad size, and it also comes in rolls which you can cut to any size.

The poster-sized sheets in a pad of 20 cost about $20 at Office Max. (A pad of 25 letter-sized sheets is under $10.) We found them in the same aisle with art supplies and other poster materials. Any office supply store is likely to carry these sheets.

More flexibility

Having the option to put up more erasable sheets in different places in the room certainly opens up some possibilities; particularly if the room you work in isn't optimized for language teaching. I think these sheets would make any classroom more fun.

—Anna Silliman, Editor

Citizenship update:
Dictation tutoring tips

Part of the citizenship test is to write a dictated sentence. Many lower level English speakers have difficulty hearing and remembering all of the words in a dictation sentence. Here are a few suggestions to help with that.

• Have students count the number of words that you say without writing them down. Then write the sentence on the board to identify the words that were difficult to hear. Show how the sounds of words blend together when we say them in normal speech (Examples: The bird is in the tree. It is cold outside. I drive a big car.).

• The small words in dictation sentences are often omitted because learners are concentrating on the correct spelling of the principle words in the sentence. Suggest that learners say the complete sentence to themselves before they begin to write. They are more apt to remember the complete sentence and you are able to see what listening difficulties, rather than memory difficulties, they may have.

• When learners work on spelling exercises, encourage them to use all of their senses to remember the correct spelling. For auditory learners, saying each letter as they write might be helpful. For visual learners, visualizing the complete word before writing might help.

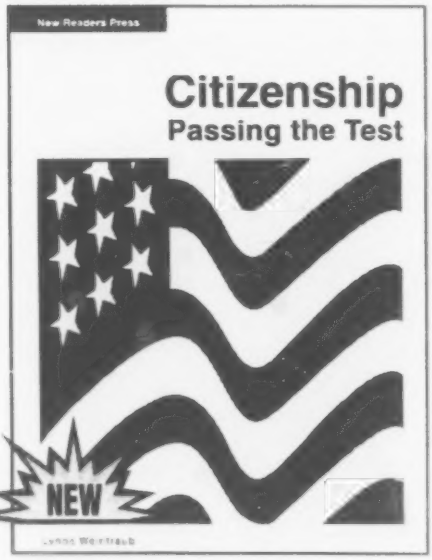
• When dictating difficult material, give students a text with some words missing (a 'cloze' style dictation) instead of a blank sheet to write on at first. Later they can progress to writing the same dictation from scratch. This will help build confidence.

• Make sure students understand the sentences they are writing. Give lots of dictation practice, but always use material they are familiar with.

Contributed by ***LeeAnn Wolf****, Citizenship Coordinator, Minnesota Literacy Council. E-mail: LWOLF@theMLC.org Fax: (651) 645-2272 Tel: (651) 645-2277*

Note: *the Minnesota Literacy Council has useful information on citizenship at their website. See:* www.mlrc.stthomas.edu/mlc/mlc.htm

Advertising



Level: Low Beginning

Give your students the confidence they need to pass!

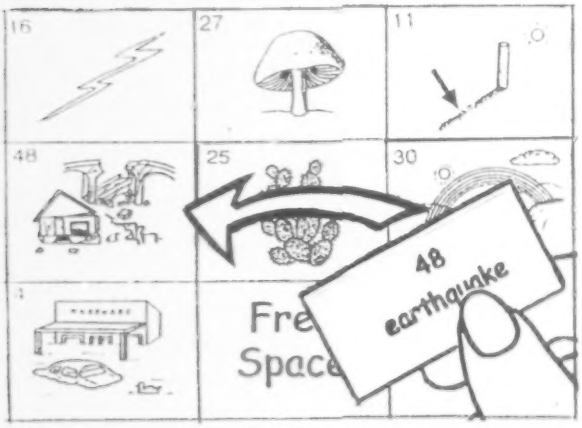
★ Highly visual format
★ Accessible language for low beginning students
★ Thorough overview of U.S. history and U.S. government
★ Effective strategies for taking a standardized multiple choice test
★ Extensive practice in answering multiple choice questions on the content of the books

New Readers Press
Dept. HOE
PO Box 888
Syracuse, NY 13210-0888
1-800-448-8878

Components ★ Student Book ★ Audiotape ★ Teacher's Guide

PINGOBINGO®

makes the connection.



Pingobingo is a theme based, illustrated bingo game. For more information and a free ESL activity page, visit our website at www.pingobingo.com.

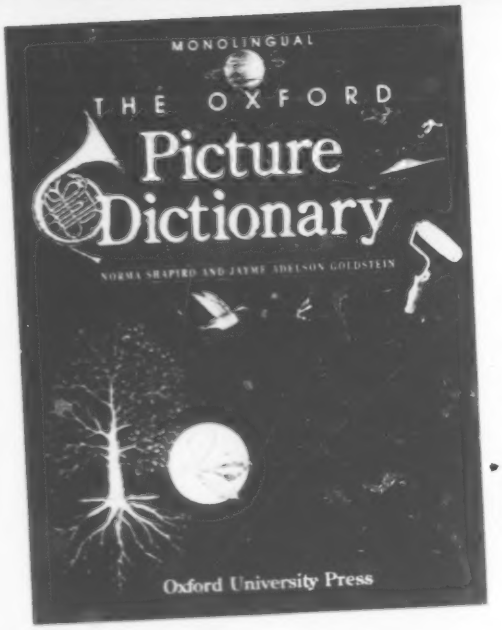
Conversation Inspirations
Over 2,000 Conversation Topics by Nancy Ellen Zelman (1996). This book is a quick and easy source for fresh inspiration for a conversation class. Eight different activities are described. ($12.50) ISBN 0-86647-094-8

Pro Lingua Associates
Orders and information: 800-366-4775 or prolingu@sover.net

$ Stretch $
your ESL book budget...
BUY REPRODUCIBLES.

Full Blast Productions
website: www.fullblastproductions.com
e-mail: fbp@vaxxine.com
mail: Box 1297 Lewiston NY 14092-8297
phone (905) 468-7558 fax: (905) 468-5706

Oxford University Press

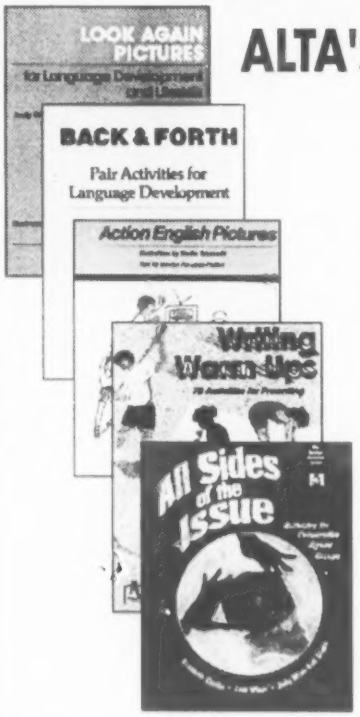


The *Oxford Picture Dictionary*

- **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
- **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
- **Teacher's Book, Beginning Workbook, Intermediate Workbook, Bilingual Dictionaries, Cassettes,** and **Transparancies** available

Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us at: www.oup-usa.org/esl/

BEST COPY AVAILABLE



ALTA'S "PICK OF THE ESL CROP" Just Got Better!

We Are Now Harvesting These Classic ELT Resources:

Action English Pictures
by Maxine Frauman-Prickel and Noriko Takahashi

All Sides of the Issue: Activities for Cooperative Jigsaw Groups
by Elizabeth Coelho, Lise Winer, and Judy Winn-Bell Olsen

Back & Forth: Pair Activities for Language Development
by Adrian S. Palmer, Theodore S. Rodgers, and Judy Winn-Bell Olsen

Look Again Pictures: For Language Development and Life Skills
by Judy Winn-Bell Olsen

Writing Warm Ups: 70 Activities for Prewriting
by Abigail Tom and Heather McKay

CONTACT US FOR YOUR FREE 1999 ESL RESOURCE CATALOG!

ALTA BOOK CENTER PUBLISHERS 14 Adrian Court, Burlingame, California 94010 USA
Phone: 800 ALTA/ESL or 650.692.1285 • Fax: 800.ALTA/FAX or 650.692.4654
Email: ALTAESL@AOL.COM Website: WWW.ALTAESL.COM

Hands-on **English**

A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS SERVICE REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

January/February issue

BEST COPY AVAILABLE

Volume 8, Number 6 March/April 1999

Hands-on English

A periodical for teachers and tutors of adult English as a second language

Contents:

Letters 3

Reading activity: Dinner 4

ESL game: A board game about car problems 5

From the field: Using volunteers in your ESL class 6

Crossword puzzle: Big cities in the U.S. 8

Minigrant report: Learning by Landscaping 10

Multi-level dictation: Planting seeds in spring 12

Vocabulary practice 14

Conversation activity: "I'm sure you can do it!" 15

Citizenship update: Tips on teaching the 100 questions & interview 16

Springing along

This issue got to be a little later, and a little longer than we'd planned (20 pages this time!). We had so many great articles we wanted you to have, we thought the extra time and paper was worth it. We hope you'll agree, and we hope you'll find lots of useful ideas in this issue.

More on the web

Thanks to our Advisory Board member Jill Kramer, we have an activity about Joe DiMaggio and baseball on our web site this month. If you think your students might be interested, take a look at www.4w.com/hoe/ and see the current events activity page there.

Conferences

There are numerous regional conferences going on this spring for ESL—mostly in April and May. If your batteries need recharging, if you'd like to look at new materials, hear some good ideas, network with colleagues or just talk with people who understand what you mean, a conference is well worth your time.

We've been maintaining an ESL EVENTS CALENDAR on our website with up-to-date notices about every conference we know about, big or small. In most cases contact information is included there as well as links to conference websites. We hope this will be a useful source of information for you.

By the way, in case you know about a conference or meeting we *don't* have listed, please tell us about it! We'd love to make sure everybody can get this information.

Minigrants deadline

If you've thought about applying for one of our Minigrants in the past, now is the time to do it! The deadline for this year's applications is April 30th. Feel free to contact our office if you don't have an application form.

For inspiration on the Minigrants, don't miss the article on page 10 by Nancy Williams called "Learning by Landscaping." This unusual project was a hit—the students made the project a real event.

Is it spring there yet?

Speaking of planting. . .we hope spring is arriving wherever you are. If it's still not quite there yet, you can at least get in the mood with our multi-level dictation on page 12 called "Planting seeds," which describes the annual spring ritual of ordering from seed catalogs and getting a garden started.

What? You say you're not interested in gardening? Don't be silly. If you're a teacher, you plant seeds every day. (We love this thought, even though it may sound a little 'corny'!)

Happy teaching!

—the Editor

FL801307

Hands-on English

Volume 8, Number 6
March/April 1999

Hands-on English (ISSN 1056-2680) is published six times a year (Jan./Feb., March/April, May/June, July/Aug., Sept./Oct., Nov./Dec) by Hands-on English, P.O. Box 256, Crete, Nebraska 68333 USA.
Printed by Precision Printing, Crete, NE.

Copyright © 1999 Hands-on English
(Some images are © www.arttoday.com and are used here with permission.)

ERIC Clearinghouse on Languages and Linguistics has back issues available on microfiche or paper through ERIC Document Reproduction Service.

Subscription rates: $21 for individual subscribers, $28 (multi-user rate) for libraries or institutions. Postage: Included in U.S. orders. Canada and Mexico add $4; other countries add $10. Single copies of back issues are $5 ea.

Permission to photocopy: This periodical is copyrighted. However, we invite teachers and tutors with a paid subscription (or whose institution has a paid subscription) to make as many copies as they need for their own classroom use. (Please don't make copies for colleagues! We depend on subscription income to keep publishing. Thanks.)

Editor: Anna Silliman
(M.A.,Teachers College Columbia U.)
Grants Manager: Peter Dowben
Advisory Board: Lety Banks, Dana Cole, Paula Cosko, Cheryl Ernst, Elise Geither, Jean Hanslin, Jill Kramer, Dianne.E. Scott.

Address correspondence to the editor at:
Hands-on English, P.O. Box 256
Crete, NE 68333 USA

Phone: 402-826-5426
Toll free call (in U.S.): 1-800-ESL-HAND
Fax: 402-826-3997
E-mail: hoe@navix.net
See our web site: http://www.4w.com/hoe

Subscribe today!

Send this form with your check or money order (U.S. funds) to the above address.

About the publication

Hands-on English has been helping teachers and tutors with practical teaching ideas since 1991. The editor is a former ESL teacher who taught ESL to adults in many different settings, and is familiar with the fun and the challenges involved.

Our articles and ideas are contributed by experienced teachers and tutors, including our readers. If you have an article or teaching suggestion you would like to share, we welcome your input!

Who reads H.O.E.?

We thought you might be interested to know what a wide range our readership covers. We have subscribers working with ESL students in: Refugee programs, Literacy programs, Community colleges, Colleges and universities, Correctional facilities, Resource centers, Adult Education programs, Volunteer tutoring, Intensive ESL programs, Teacher training programs, Religious organizations, Community Education programs, Secondary schools, Workplace education, Language institutes, Libraries . . . .and more!

What do our readers have in common? They are dedicated, they are working under sometimes difficult conditions, and they are looking for practical, adult materials that will help their students learn English.

Advertising

We are pleased to bring you advertisements from high-quality publishers in the field as a good source of information on materials. Ads bring us only 3% of our operating funds; our main source of income is subscriptions. You, our subscribers, are the reason we exist and we are accountable primarily to you.

About our Minigrants program

Hands-on English awards a few small grants (of up to $200 each) annually for practical classroom projects. Applications are due each April 30, and are available upon request.

H.O.E. online

Hands-on English is now on the Web! You can find us at:

www.4w.com/hoe

Be sure to see the **current events activity** there,written expressly for you and your students!

See you there!

Editor Anna Silliman hopes you will send in your great teaching ideas to share with our readers!

Please send me a subscription to *Hands-on English* for one year (6 issues). ✓ Mail to my ❍ home/ ❍ work
I enclose:

☐ $21 – **Individual rate**
(Permission to photocopy for your own students)

☐ $28 – **Multi-user rate** for groups/organizations
(Permission to copy for multiple teachers/tutors)

_____ Postage/handling: (None for U.S. addresses)
Canada/Mexico add $4.
Other countries add $10.

Name:_____

Place (if work):_____

Street (or P.O. Box):_____

City/State/Zip:_____

✓ Check one: ☐ New subscription ☐ Renewal

Letters

...cards, email messages & calls

Call for ideas

We've recently received requests from readers for articles on the following:

- Using portfolios for assessment; some checklists for student achievement?
- Teaching elderly students.
- Sentence structure, including prepositions.
- crossword puzzles on grammar themes.

Do you have some useful suggestions on these topics? We are interested in articles from our readers on other topics as well! Please feel free to contribute your ideas!

Hands-on English is here to help provide an idea *exchange*, because we think the best teaching ideas come from you, in the field.

Activities on HOE's web site

Several people have contacted us to ask about our current events activities:

"I just found your 'Hand-On English Current Events Website' and it's fabulous. I have an English Conversation tonight (I live in Japan) and was panic-stricken because I didn't know what to do with them. I found your site and have breathed a huge sigh of relief. I was wondering, why did you stop updating it last August? Just curious, because I would be thrilled if it started up again. Thanks for all your work---it has made my life a lot easier!"

—Laura-Dawn Petrie
(by email)

For anyone who hasn't seen our website yet, these activities are based on news events and are usually multi-level. They are free for you to download and adapt for your students.

To answer Dawn's question, we are sorry but we are guilty of having too much to do! The site was neglected for a while, but now we have added a new activity for March '99 so take a look! We hope you will find this additional material useful. See this at http://www.4w.com/hoe/

Getting off to a great start

"I assist with an entry-level refugee class and teach an evening class of immigrants, as well as some in-home volunteer work. Your issues have given me many ideas and direct-use pages to use with my students and I tryly appreciate it! I'm new at this (1 year) and have learned a lot about techniques and principles of teaching from you. Thanks so much!"

—Lisa Voelz
Lakewood, Colorado

If anybody knows of other new teachers who might like to receive a sample issue of HOE, don't hesitate to contact us. We are happy to send out samples, as it's our best way of letting people know how useful the publication is. —Editor

Hints & tips

Vocab idea

"An idea I use: I always teach a competency unit each quarter that includes vocabulary cards made on 3x5's. Each set has 5 or 6 cards with different new vocabulary words needed for the competency. Most words are from the Oxford Picture Dictionary. One student may use the dictionary to help describe the word. The group listens and tries to guess the word. Right now, we are studying cars, highway systems, signs, vehicles, etc. They always love to use these cards.

"I have sets for action verbs, clothing, food, furniture, etc."

—Eleanor Adams
Santa Barbara, CA

Editor's note: *The beauty of this method is that the cards can be used again for another group of students; they can easily be adapted to the needs of current students by adding or substracting cards.*

Disclosure

Hands-on English receives no money from the 3x5-card industry. (We should, though!!)

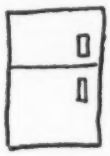
BEST COPY AVAILABLE

Reading activity:
Dinner

Here's another literacy-level reading activity by **Jill Kramer**, in Columbus, Ohio. This might be useful for a food/shopping unit. Exercise C, below, is for pronunciation and spelling. Notice that exercise D asks the students to write their own shopping list.

Other activities to use with this story include retelling, unscrambling the parts, matching text to pictures.

It's dinner time.
I'm hungry.



My refrigerator is empty.

I write a shopping list.

I go to the supermarket.

I buy groceries.

I go home and cook dinner.

I eat chicken, rice and vegetables for dinner.

A. Fill in the gaps.

d__nn__r
refr__g__rat__r
sh__pp__ng
v__g__tabl__s
su__er__ark__t
gro__ __ries
ch__ck__n
r__ce
h__ngr__

B. True or False?

My refrigerator is full.	T	F
I go to the movies.	T	F
I write a list.	T	F
I buy groceries.	T	F
I eat pizza.	T	F

C. Listen:

ice	dice
rice	lice
nice	price
mice	twice

D. My shopping list

ESL game:
A vocabulary board game

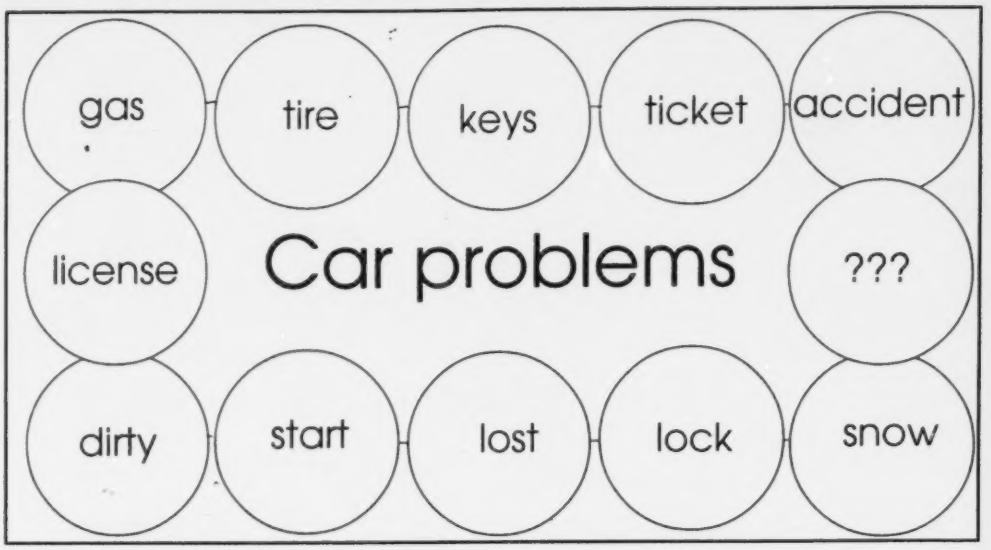
You may wonder—how did we get such a good idea for a simple but useful game? That's easy! The idea comes from "GRIDIT," a game invented by ***Eileen Schwartz****, ESL instructor in San Diego, California.*

Eileen has published a book of 30 reproducible board game grids and instructions for playing, with topics including school, home, work, community and more. For example, there is a grid on job success which includes qualities like 'helpful, cooperative, responsible, honest,' for the students to discuss. The grids are designed for beginning and intermediate level ESL.

The book also includes some blank grids, because this technique can be adapted to any topic your students are learning.

The book "GRIDIT" is available for $19.95 plus $5.95 shipping (CA residents pay sales tax). Send to: Eileen A. Schwartz, MADA Studios, P.O. Box 927645, San Diego, CA 92192-7645.

You can also visit her website, which is <www.gridit.com> or contact her by email at gridit@san.rr.com.



Here's a simple board game for your students, to help them review car vocabulary and to get them talking about their own auto experiences.

Using the board above first, have students spin a die and move a marker around the board—this probably works best in groups of 3 or 4. When a student lands on a word, he or she should try to make a sentence with that word.

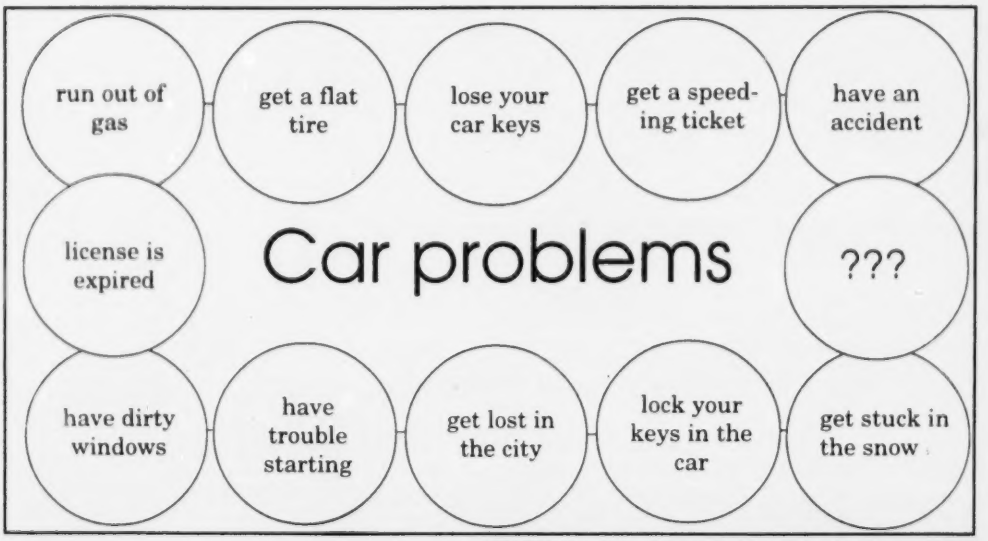
Tell the truth

When all the words have been practiced, give each group of students the second board, below. Now they play the same game, but this time when they land on a phrase, someone will ask that player: "Did you ever. . .run out of gas?" etc. Students continue with this until they have had a chance to tell about their past mishaps.

Give some advice

Next, start the game again, but this time the player who lands on a phrase asks the other students: "What should you do when you. . .get lost in the city?" etc. The other students will give what advice they can.

When the game is done, all the students can pool their advice orally, or their advice could be collected in writing in the form of a "manual" for new drivers.



From the field:

Using volunteers in your ESL classroom

*by **Kate Singleton**, ESL Instructor at Arlington Education and Employment Program (REEP), in Arlington, Virginia.*

Picture this: You've just received word from your volunteer coordinator that a brand new, eager volunteer will be starting with your class next Monday. What are you going to do?

Volunteers can be a tremendous asset in the ESL classroom. They can help you give extra attention to all of the students while the class is engaged in practice activities, or they can give extra help to small groups or individuals in the class.

As you begin to use volunteers in your classroom, you will need to put a little extra time into planning what you'd like them to do, and you will need to designate time either before or during class for clarifying your plans with the volunteer. As your volunteer becomes more acquainted with your students' needs and your teaching style, though, he or she usually requires less explanation of activities. In general, the gains to your students and yourself far outweigh the bit of extra effort initially needed in using volunteers.

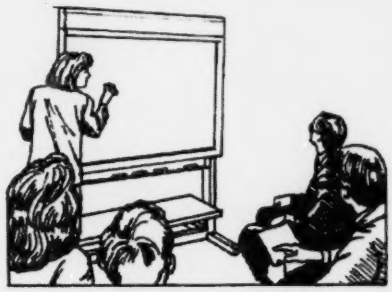
Here are some tried and true ideas for using volunteers in your class. They have been collected from teachers who have used volunteers successfully for many years. They are listed in order from basic to more elaborate.

• **Classroom monitor**—As you circulate through your class to monitor student progress during activities, the volunteer does the same. He or she can be checking for one of the following: accurate pronunciation, reading comprehension, accurate grammar, general comprehension of the activity, or whatever else you choose to focus that activity on.

The volunteer can also provide extra conversation for shyer or quieter students, and opportunities for all students to interact with another native speaker. And as you present new activities, the volunteer can sit with students whose level is lower than the others and help them understand your instructions.

• **Co-presenter**— The volunteer can assist you in the presentation of new activities. For example, a volunteer can:

- take a role in a dialogue with you. If you are presenting a conversation to your class, the volunteer can take the other part so that it will sound and appear more authentic for the students.



- model the activity with you. If you want the students to do pair work, you and the volunteer can demonstrate how it should be done. For instance, you ask a question, and the volunteer answers with an appropriate response. It's best if you let the volunteer know exactly what you are looking for in advance.
- read half of a dictation. After you have set the pace of the dictation, the volunteer can read part of it, to challenge the students with a different speaker.

• **Nurturer**— Especially in lower level classes, often the big thing holding many students back is low self-confidence. Volunteers can play a very important role simply by sitting among them and encouraging the under-confident and inexperienced students. The importance of this role cannot be overstated.

• **Half-group teacher**— for part of a class session, you can divide the class in two and have the volunteer teach one group while you teach the other. Both groups can cover the same material. This setup gives the advantage of smaller groups and therefore more student participation. It is best to have had your volunteer watch you quite a bit before teaching a group themselves. Monitoring experience will expose the volunteer to your teaching style and goals for the class, and help him or her get familiar with individual students at the same time.

. • **Pull-out group leader**— A pull-out group is a group of students at a similar level who work separately from the class for part of the class session. The groups can: address special needs that the students have in common, like reading, writing, or pronunciation problems; provide more challenging work for higher level students; give students an opportunity to focus on skills like conversation with a lot of feedback that you can't always provide in a large group.

You provide your volunteer with materials and detailed instructions for working with the group, and a place to work (e.g. an empty classroom or office, desks in the hallway, or a part of your classroom). Leveled materials, such as *Personal Stories* (1985 Linmore Publishing) or *True Stories in the News* (1996 Addison Wesley Longman) are helpful to use for reading pull-out groups, because while you work with one level of the text, the volunteer can work with another. Less planning is required,

and students feel like they are all doing the same thing, not missing out on something another group is doing.

• **One-on-one tutor—** You can provide your volunteer with materials, instructions and a place to help one student with special needs at their own pace for part of the class. This can be helpful for a student who needs more literacy instruction than the other students in the class. It can also be helpful if students need individual help preparing for a challenge in their life such as taking a driver's test, citizenship test, or a job interview, that the rest of the class doesn't need to work on.

• **Teacher conferencing—** Many teachers like to have conferences with students individually about their progress and/or study needs. Your volunteer, given detailed instructions and materials, can serve as teacher to the class while you talk with students one at a time.

• **Special project assistant—** When you want to conduct special projects with the class, volunteers can be extremely helpful. Here are some examples that teachers have used in the past:

- job interviews. After you have practiced interviews in class for a while, a volunteer can play the role of a potential employer and conduct final interviews with students. In a location separate from the classroom, your volunteer can make the situation as real-life as possible, greeting the student formally and asking a variety of questions specific to the job the student is interested in. If you have access to video equipment, the volunteer can film the interviews and play them back for the class later.
- class newspapers or news shows. You and your volunteer can divide up the parts of the paper or show that students choose to work on, and you can each guide the students' work on your respective parts.
- giving instructions/describing an interest— One teacher wanted her high beginners to make a presentation for the class describing how to do an activity of their choosing. To introduce the project, the class's volunteer, a cycling enthusiast, demonstrated how to pump up a bike tire. Students had to answer questions about the steps and repeat back the instructions.

• **Special talents—** It is good to remember that every volunteer brings special talents and interests to your class, not to mention a different outlook on American life. As you learn more about the volunteers, you may discover something extra they can contribute to your students.

Recently one volunteer who is a professional cameraman brought in video equipment and gave beginning level students instructions as if they were on a TV set while they recorded dialogs they had been practicing. The students enjoyed the "TV production" atmosphere and got a real kick out of seeing themselves on video speaking English. Another volunteer specializes in theatrical vocal training, which keeps her weekly phonics/beginning literacy pull-out groups very lively and creative for students. Another volunteer who worked for America Online was helpful at locating internet sites that would be useful and interesting for a pre-academic class.

Golden rules of using volunteers

Hopefully these suggestions will help you feel more comfortable about using volunteers. In closing, here are some important considerations:

1. Clear communication is key!

Give clear instructions and adequate materials to your volunteer. From the outset, ask your volunteer what they want to get out of volunteering with your class, and explain what you and your students need from a volunteer.

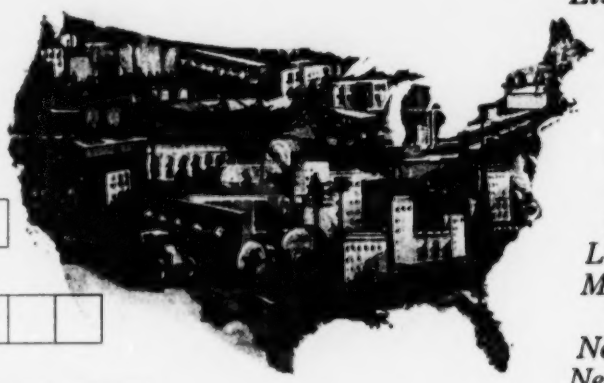
2. Feedback, feedback, feedback!

Your volunteer needs feedback on how he or she is doing. Many feel just as nervous about teaching as your students do about studying, and may need encouragement. Also, you need feedback from them about how their activities go, about the students' progress and about how comfortable the volunteer feels about what he or she has been asked to do.

3. If it's just not a good match...

If you find yourself having difficulty working with a particular volunteer, try to clear things up as soon as possible. It may be that you and the volunteer just have different expectations of the volunteer's role. If you continue to have difficulties after discussing them with the volunteer, contact the volunteer coordinator for your program. The coordinator can sometimes find the best solution by clarifying the class's and the teacher's needs to the volunteer, or by clarifying the volunteer's concerns to the teacher. In some cases it is best to reassign the volunteer to another part of the program where they will be more comfortable.

Crossword puzzle: Big cities in the U.S.



List of cities:

Albany
Atlanta
Austin
Boston
Chicago
Denver
Houston
Los Angeles
Minneapolis
Newark
New Orleans
New York City
Omaha
Philadelphia
Phoenix
Portland
Richmond
Sacramento
Seattle
St. Paul
Tallahassee
Washington DC

Across clues

2. The biggest city in the state of Washington.
4. The capital city of Virginia.
5. This city is not in a state! It's the capital city of the U.S.
6. The biggest city in Minnesota.
7. The capital city of Minnesota.
8. The biggest city in Pennsylvania.
11. The biggest city in Illinois.
12. The biggest city in Nebraska.
13. The biggest city and the capital of Georgia.
16. The biggest city in New Jersey.
18. The capital city of Florida.
19. The biggest city in the state of New York.
20. The biggest city and the capital of Massachusetts.

Down clues

1. The biggest city and capital of Colorado.
3. The biggest city in Oregon.
7. The capital city of California.
8. The biggest city and the capital of Arizona.
9. The biggest city in California.
10. The biggest city in Texas.
14. The biggest city in Louisiana.
15. The capital city of Texas.
17. The capital city of New York.

BEST COPY AVAILABLE

To the instructor:

These two puzzles give your students an opportunity to browse through an atlas or almanac to find the answers. Make sure enough copies of such a resource are available for the students to use. If the students do the first puzzle (on page 8) first, they will find many of the answers already for the second puzzle (on this page).

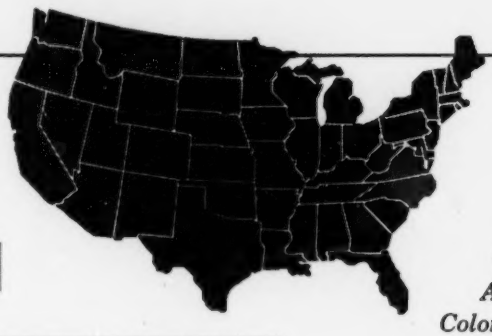
Customize—If your state isn't already listed on the puzzles, add one more question on each puzzle before you print them for your students. (Draw a separate box for the answer.)

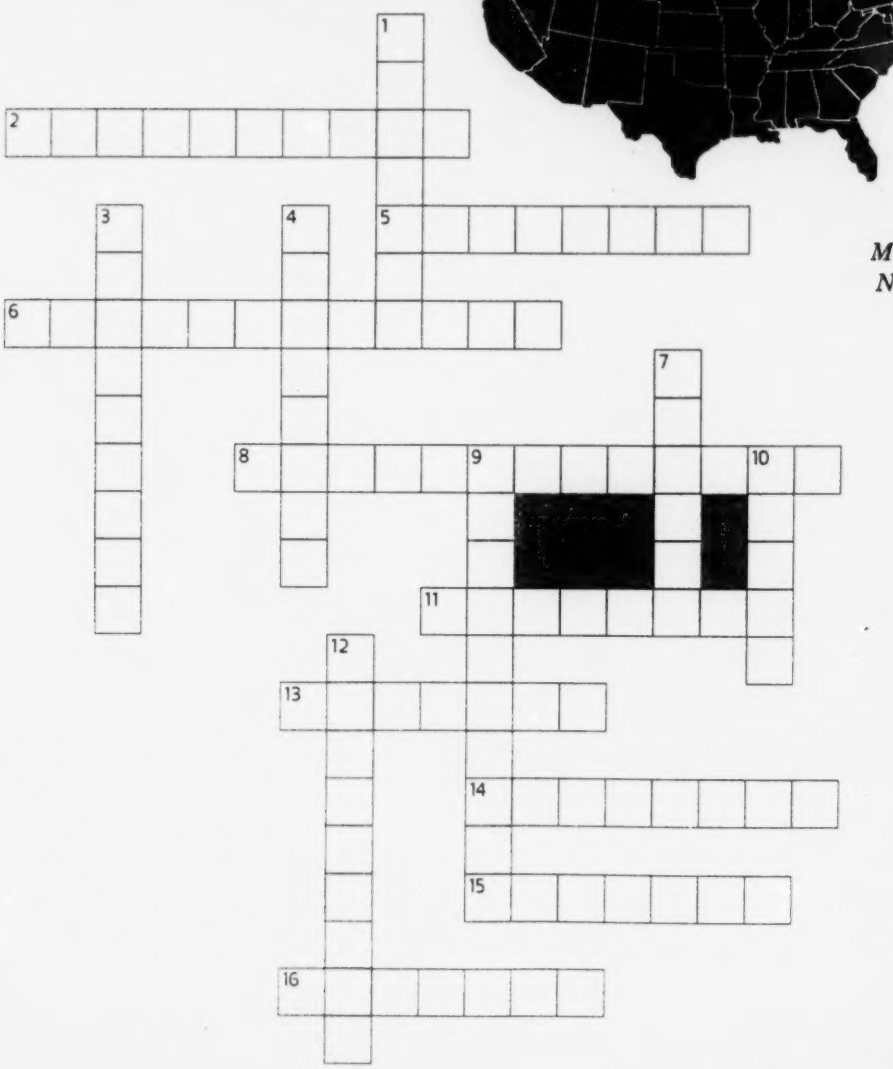
Follow-up activities:

- Tell the class (or write) about a city you would like to visit, and explain why.
- Ask some American friends if they know a song about any of the cities on this list, or those on page 8. What is the song about? Report what you learned to the class.
- Look on the Internet for information about newspapers in five big cities in the U.S. What are the news papers' names? Visit one newspaper's site and find out if they have news about your native country.

Which state is it in?

Look at each city's name.
Then write the **state** this city is in.





List of states:

Arizona, California, Colorado, Florida, Georgia, Illinois, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Oregon, Pennsylvania, Texas, Virginia, Washington

Across clues

2. Seattle
5. Chicago
6. Pittsburgh
8. Boston
11. Richmond
13. Buffalo
14. Omaha
15. Phoenix
16. Atlanta

Down clues

1. Miami
3. Minneapolis
4. Denver
7. Portland
9. San Francisco
10. Dallas
12. Newark

Minigrant award winner:

Learning by Landscaping

A report on the project

I was delighted to be selected as one of your Minigrant recipients. And what a ball we've had executing our "Learning by Landscaping" project! Our students achieved a worthwhile product while developing their speaking, listening, reading and writing skills.

To begin with, I prepared a general outline of a task list, due dates, and responsible classes. Our tutors and students took it from there.

At my invitation a local horticulturist came to meet with three of our morning groups. He took them on a guided tour of our property, identified existing plants, answered questions they had prepared, and made recommendations of plants that would do well given the growing conditions.

Students then identified the tools they would need, drew a map of the site, developed a landscaping plan and budget, researched local nurseries, comparison shopped, purchased the plants and other materials, arranged for their delivery, and planted and tended the plants. All the while, they photographed and recorded their progress. At the conclusion of the project, they assembled and labeled the pictures in a scrapbook.

Dividing up the work

Because we have multiple groups of different levels of ability meeting in our center at different times of the week, all our daytime groups were able to participate at some level. An advanced group communicated the horticulturist's recommendations and prepared a plan and budget. One beginning group used the yellow pages to identify local nurseries; another identified the tools needed for the project. All visited assigned nurseries and shared their findings with an advanced group that determined the best buys. All contributed their physical labor, following either written or oral directions, by clearing the site, preparing the ground, transplanting existing plants, planting new plants and watering. Finally, the beginning groups logged their activities by labeling photographs, and the advanced group prepared a final report.

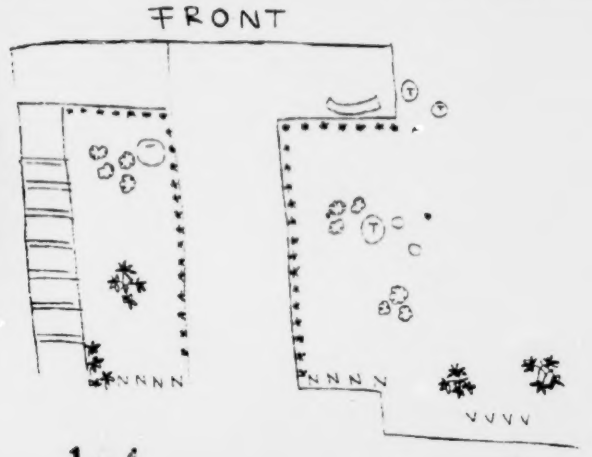
Lots of language

There were several unforeseen language opportunities that developed as the project progressed. Classes prepared a pictorial lexicon of plants (drawing each one and labeling it with the common and the horticultural name), wrote thank you notes to the horticulturist, wrote memos to the Program Coordinator when they had new ideas and wanted to change the plan, communicated with each other by means of notes, negotiated free delivery of plants, clipped coupons and raised an additional $100 by requesting donations! In fact, classes had such fun that they are thinking of planning a yard sale for the spring!

There was practice in financial planning as well. Our students worked carefully within their allotted budget of $200; they spent exactly $199.96! They are still trying to decide how to spend the additional $100 they raised, but they have some ideas.

*We are pleased to bring you this report from **Nancy L. Williams**, Program Coordinator of Literacy Volunteers of the Lowcountry, in Hilton Head, South Carolina. This project is a wonderful example of the real potential of a hands-on project, in which the students truly have ownership.*

Below, one group is planning to buy plants. A student drew a final plan for the project, after many revisions.



A thank-you letter. . .

Dear Jules:

Thank you very much for coming here and giving us a wonderful lesson about plants. Our group enjoyed beeing with you and your wife. We think that you could be an excellent teacher
If you would like, you can join us as a teacher in our school.
Thanks for the Azeleas. Next spring when they will grow and will bloom we will remember you with love and appreciation.

Sincerely yours,

Advance Class

This project was clearly beneficial for students and tutors alike. In her final report, one of our students wrote, "I thought [this project] could be interesting, and I was right. . .We worked [as a] team; so we planted, they watered, but God kept making it grow." For our tutors, the project clearly demonstrated the worth of the axiom "Never do anything a student can do."

P.S. The students' enthusiasm even attracted the attention of one of the managers at Home Depot, who subsequently contributed some community service time by installing stepping stones for the students.

Dear Claire:

We would like to ask you if you and Charlie can purchase the film and scrapbook next Wednesday 28th. Charlie had a coupon for the film, please ask him about that.

Sincerely, Advanced Group

Dear Bob:

By next Tuesday could you and your class make the holes for the plants? Please remember that each hole needs to be 2 inches shorter than the plant.

Sincerely, Advanced Class

Just a sample of some of the student correspondence from the project.

They're selecting plants at "Home Depot."

They're moving the plants, peat moss, and manure to the front of the building.

Editor's note: *Nancy reported to us that at first, a few of the the tutors and even some of the students may have been a little skeptical of the value of planting! Perhaps this is understandable—it's certainly not a typical English lesson.*

By the end of the project, though, and after many planning and organizing sessions, gardening presentations, shopping expeditions, cost and budget analyses, messages back and forth to coordinate their work, and even a fundraising campaign, everyone had learned a lot and no one wanted to quit.

They're planting the liriope.

BEST COPY AVAILABLE

Multi-level dictation:
Planting seeds

Just in time for spring, here is a multi-level dictation (one of our most popular items) about starting seeds. The topic has cultural relevance, since this is an activity the majority of Americans participate in, and perhaps personal relevance if your students garden or have memories of gardening.

The story may appear too difficult for beginning students, but they will succeed if they start with Level A, which only requires them to fill in a few selected words they probably already know.

Preparation

There are three levels supplied here, A, B and C, which you should copy on separate pages for the students. (We'd recommend enlarging each of these first to make them easier to read and write on.) Level D, the hardest, would be a blank sheet of paper!

Make extra copies, because students often like to try this exercise more than once! If they've succeeded at one level, they can then try a harder level to challenge themselves.

Intro

Ask your students what they know about planting seeds, and whether they have ever planted a garden. If not, perhaps they remember their parents or grandparents planting a garden.

If you have a planting experience to share (either a success or failure!), relate it to the students. This is a good time to start noting some of the vocabulary that will be needed in the story.

Next, read the story to them. If you think the level is a little too high for your students, you can explain the story rather than read it at first. Once the students have heard the story and talked about it, they are ready to start the dictation.

How to do it

Let the students decide which level they would like to try, and pass out the worksheets. Repeat the dictation as often as the students would like, until they are finished writing. To correct their papers, have them pair up with someone who has a different level of worksheet. (The lower levels have more information so they can help correct the higher levels.)

If the students would like to try again, hand out more papers and repeat the dictation.

Follow-up

One possible discussion topic is that seeds are part of our heritage. Most Americans can remember (even if they don't garden themselves) a garden from the past—maybe their grandparents' garden. Many immigrants brought seeds with them from their home country. Heritage gardening, or planting old, traditional varieties of flowers and vegetables, has recently become more popular. Do your students remember varieties they haven't seen here?

Planting seeds

This spring, people will soon be thinking about their gardens. It's time to start ordering seeds! Every year in late winter, many seed companies mail out their catalogs. People look at the pictures, read about the flower and vegetable seeds for sale, and decide what to plant. Then they fill out an order form, write a check and send it in the mail. Soon they will receive their garden seeds.

More than 60% of Americans plant a garden every year. Even people in cities have gardens. In some places there are community gardens where people can rent space to plant. Sometimes people living in apartments plant a small garden too—on a windowsill.

Gardening is the most popular hobby in the U.S. Why is it so popular? Some people like the taste of fresh, home-grown tomatoes and other vegetables. Some people like to look at beautiful flowers all summer. Some people enjoy working outside and digging in the soil. Also, it is not very expensive to grow a garden. A package of seeds costs less than two dollars.

Here is the full text for reading and dictation. It is 17 sentences long (278 words).

Vocabulary needed:
spring, summer, winter
seeds, gardens
catalogs, companies
flowers & vegetables
decide, order, receive
plant, dig, grow

Level A—Planting seeds

This _____, people will soon be thinking about their _____. It's time to start ordering _____! Every year in late _____, many seed companies mail out their catalogs. People look at the pictures, read about the _____ and _____ seeds for sale, and decide what to plant. Then they fill out an _____ form, write a _____ and send it in the mail. Soon they will receive their _____ _____.

More than 60% of _____ plant a garden every _____. Even people in cities have _____. In some places there are community gardens where _____ can rent space to plant. Sometimes people living in _____ plant a small garden too—on a windowsill.

Gardening is the most popular hobby in the _____ . Why is it so popular? Some people _____ the taste of fresh, home-grown tomatoes and other _____ . Some people like to _____ at beautiful flowers all _____. Some people enjoy _____ outside and digging in the soil. Also, it is not very _____ to grow a garden. A package of seeds costs less than two _____.

Level B—Planting seeds

_____ spring, people _____ soon _____ _____ about their _____. It's time _____ _____ ordering seeds! Every year _____ _____ _____ , many seed companies _____ _____ their catalogs. People _____ _____ _____ _____ , read _____ the flower and vegetable seeds _____ _____ , and decide _____ _____ _____ . Then they _____ _____ _____ order _____ , _____ _____ check and _____ _____ _____ _____ mail. Soon _____ _____ _____ their garden seeds.

_____ _____ 60% of Americans _____ a garden _____ _____. Even people _____ _____ have gardens. In some places _____ _____ community gardens where people _____ _____ space to plant. Sometimes people _____ _____ _____ plant a _____ garden too—on a windowsill.

Gardening is _____ _____ _____ hobby _____ _____ _____. _____is it so popular? Some people _____ the taste of _____ , _____-grown _____ and _____ vegetables. Some people _____ _____ _____ at beautiful flowers _____ _____ . Some people _____ _____ _____ and digging _____ _____ soil. Also, it is _____ _____ _____ to grow a garden. A _____ of seeds costs _____ _____ _____ dollars.

107 BEST COPY AVAILABLE

Level C—Planting seeds

This spring, _____ _____ _____ _____ _____ about _____ _____. It's _____ _____ _____ _____ seeds! _____ year ___ _____ winter, _____ _____ _____ mail out _____ _____. _____ look ___ _____ _____ , read _____ _____ _____ and _____ _____ for _____ , and _____ what to _____. Then _____ _____ _____ _____ _____ form, write ___ _____ and _____ _____ in the mail. Soon _____ _____ _____ their_____ _____.

More than _____ _____ _____ plant ___ _____ _____ _____ . Even _____ _____ _____ _____ gardens. _____ _____ _____ there are community _____ where _____ _____ _____ space to _____ . Sometimes _____ _____ ___ _____ plant _____ _____ _____ too— _____ ___ windowsill.

Gardening ___ _____ _____ _____ _____ in the U.S. _____ _____ _____ _____ popular? Some _____ like _____ _____ _____ _____, home-grown _____ _____ _____ _____ . Some people like _____ _____ _____ _____ _____ _____ summer. _____ _____ enjoy _____ _____ and _____ _____ _____ soil. Also,_____ _____ _____ _____ _____ _____ a garden. _____ _____ _____ _____ costs _____ _____ _____ _____.

Vocabulary practice

Put these sentences in the correct order. (Note: this is easier to do if cut them into strips first.)

Here's how to start your garden!

a. Write a check.
b. Dig the soil.
c. Send the order in the mail.
d. Get some seed catalogs.
e. Enjoy your garden and watch it grow.
f. Read about the flowers and vegetables.
g. Plant the seeds.
h. Decide what to plant.
i. Look at the pictures in the catalogs.
j. Receive your garden seeds.
k. Fill out an order form.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Conversation activity:

I'm sure you can do it!

This activity can be used for any level of student.

Cheering someone on

What do you say to someone who is discouraged? Everybody feels discouraged sometimes, and it helps to have a friend show confidence in you. Imagine you're going to give a presentation, and suddenly you have doubts about your ability. We'd probably say to you: "Don't worry! It's going to be great."

Some of the other phrases we use to encourage people include: I'm sure you can do it! Everything will be all right. Just do your best! Try to think positive. Don't worry, it's going to be fine. Or, I have confidence in you.

First, give the students one of the examples below and explain that when a friend is worried, we like to say something positive to help them. There are some useful phrases that we use all the time for this purpose.

Teach the students how to say the phrases below, and talk about their meaning. If you know some other expressions like this, you can add them to the list. (For beginning students, though, don't use too many new phrases at once—just choose one or two for them to practice with at first.)

Next, explain that each student will get a role card. This card tells about something they are "worried" about. Have the students each draw a card from the group below and make sure they understand their cards. (If you like you can add some cards to this list with real concerns and issues your students know about.)

Now, present a dialog like the one below as a sample conversation:

Student 1—Hi, Sara, what's the matter?
Student 2—I'm very worried about my job interview tomorrow.
S1—I'm sure you'll do O.K. What time is the interview?
S2—Nine o'clock. I'm afraid I won't be able to answer the questions.
S1—Just do your best. Everything will be fine.
S2—Thank you.

Have the students assume their roles and begin some conversations in pairs. Once they have finished a conversation, it will be very beneficial (especially for beginners) to have them change partners and repeat the same exercise. Each conversation will be slightly different, and will give students more practice in responding naturally.

You can do it!
I'm sure you'll do OK.
Try to think positive!
Don't worry—everything will be fine.

I'm worried about my job interview tomorrow.	I'm afraid I'll never learn English.	My mother-in-law is coming to visit.
I'm afraid of going to the dentist.	My citizenship exam is next week. Do you think I will pass?	I have to take an important test. I'm very worried.
I'm very nervous about my driving test.	I'm worried about the year 2000.	I'm afraid I can't succeed at my job.

Citizenship update:
The 100 questions & the interview

One requirement to obtain U.S. citizenship is to pass a test of U.S. history and government. This test may be taken orally OR as a written multiple choice test. (To find out the exact requirements in your area be sure to check with the local INS office.) The test for the most part is based on the 100 Typical Citizenship Questions. The Immigration and Naturalization Service (INS) is pilot testing a new written test which, when finished, will be implemented by the INS across the country. The INS has stated that it will be a multiple choice test consisting of 20 questions pulled from the INS 100 sample questions and answers. Twelve of the twenty questions will need to be correct.

To receive a list of the 100 questions from the INS, call 1-800-870-3676, ask for an application for naturalization (Form N-400) and leave your name, address and phone number. The questions will only be provided in English; however translations of the 100 questions are available from other sources.

The Asian Pacific American Legal Center (APALC) has the 100 questions available in English, Spanish, Vietnamese, Japanese, Chinese, and Tagalog. The price is $10.00 for a packet of 6 translations or $2.00 for a single language. Their address is 1010 S. Flower St, Suite 302, Los Angeles, CA 90015; (213) 748-2022.

The Hmong National Organization has a citizenship workbook with the 100 questions and other information in both English and Hmong (White) and a tape of the questions as well. The tape costs $5.00 and the workbook $15.00. Their address is 345 University Ave, Suite 205, St. Paul, MN 55103; (651) 228-7272.

The State Immigration Service has a tape of the 100 questions in English and Spanish for $12.00 and a video of the questions for $25.00. Their address is P.O. Box 45476, Rio Ranch, NM 87174; (800) 814-1555.

There are many materials available through HIAS (Hebrew Immigrant Aid Society), one of which is a manual and audio tape in Russian/English. It contains the 100 questions and an explanation of the citizenship process. For more information contact Susan G. Wexler, Citizenship Coordinator at HAIS - Chicago (312) 357-4666.

Citizenship Interview Tips

• Be aware the you will be asked to raise your right hand and swear to tell the truth at the beginning of the interview. •Have your green card ready. Don't spend a lot of time looking for it. •Wait for the interviewer to finish asking a question before you answer it. •Don't answer a question if you don't understand it. Examiners will explain the question in a different, simpler way if asked. After the applicant responds to a question, he/she may be asked for a definition. If he/she cannot explain, the interview may end because the applicant was not prepared or did not show that he/she understood English. •Don't be afraid to interact with the interviewer. Phrases such as "please say that again", "please speak slowly", "please explain" are useful. • If you want to change your name, know what it is and how to spell it. It is helpful to have it written down prior to the interview. • Answers need to be verbal, nodding or shaking your head isn't enough. • Come prepared to show the documents that are asked for, such as a marriage certificate. Also bring copies of all requested documents that can be left with the interviewer.

*Contributed by **LeeAnn Wolf**, Citizenship Coordinator at the Minnesota Literacy Council. You can contact her by emai atl: LWOLF@theMLC.org*
Note: the Minnesota Literacy Council has useful information on citizenship at their website. See: www.mlrc.stthomas.edu/mlc/mlc.htm

Tips for Preparing for the Interview Questions

In answering the yes-and-no questions from section seven of the N-400, Application for Naturalization, it is helpful to give a response that indicates that the applicant understood the question. This is not required, but for students whose English skills are low, this saves the interviewer from asking a follow-up question to determine if the applicant has understood the question. Consider the following examples. These are only examples; responses need to be truthful and accurately reflect the applicant's history:

Have you ever been a drunkard? No, I don't like alcohol.
Have you ever advocated or practiced polygamy? No, I have only one wife.
Have you ever been a prostitute? No, I don't sell my body.
Have you ever voted, or registered to vote in the United States? No, I am not a citizen.
Were you born with or have you acquired any title of nobility? No, my parents were farmers.
Are deportation proceedings pending against you or have you ever been deported or ordered deported? No, no one told me to go back to my country.

A final tip

Remember that it is just as important to prepare applicants to understand and answer the interview questions as it is to know the civics information!

Are You a REAL teacher?
Real teachers use REALIA!

Realia Kits for Language Learning

- PROPS TO DEMONSTRATE LANGUAGE CONCEPTS
- CONVENIENT, FUN, AND EASY TO USE
- GET CONCEPTS ACROSS EFFECTIVELY
- INCREASE LANGUAGE RETENTION
- STIMULATE STUDENT INVOLVEMENT

They'll Get It!
Remember It!
and Understand It!

FOR A FREE BROCHURE, CALL OR WRITE:
VOCATIONAL ENGLISH LANGUAGE SERVICE
71 OXBOW CREEK LANE LAGUNA HILLS, CA 92653
PHONE/FAX 714-583-0555 EMAIL realiakits@home.com

Nobel Prize Winners
by Lisa F. Dewitt. This is a collection of 20 brief biographies of past and present Nobel Prize laureates from many countries. Use as a reader or as listening material for intermediate level students. Student exercises included. Text $12.50 ISBN 0-86647-047-6. Three cassette tapes $27.

Pro Lingua Associates
Orders and information: 800-366-4775 or prolingu@sover.net

Back issues of H.O.E.
Hands-on English has back issues available! They are $5 each (if you order 10 or more only $4 each). You can request a descriptive list of these from our office, or look at the back issues list on our web site, http://www.4w.com/hoe/

As the TOEFL® Goes Electronic...

Together Volume A and the CBT Volume make the most Comprehensive TOEFL® Test Package Available!

...so does the Longman Preparation Course for the TOEFL® Test!

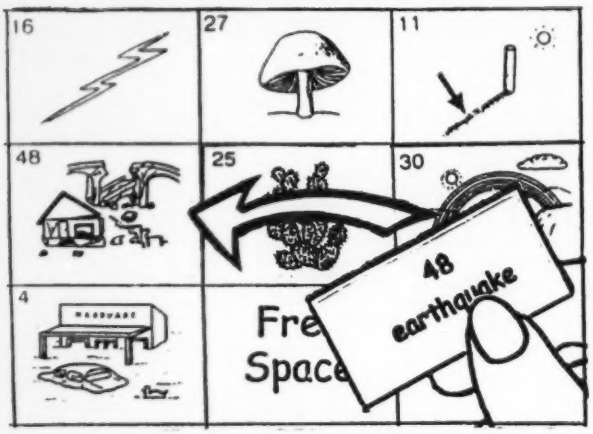
PEARSON EDUCATION

Sally Howard, ESL Specialist
Phone: 1-800-747-4375
Fax: 925-820-0503
E-Mail: sally_howard@prenhall.com

BEST COPY AVAILABLE

PINGOBINGO®

makes the connection.



Pingobingo is a theme based, illustrated bingo game. For more information and a free ESL activity page, visit our website at www.pingobingo.com.

Audio and Video Resources for Adult ESL

Practical ESL Teaching Techniques. 4 audio cassettes in question- and-answer format provide recommended techniques for teaching the seven fundamental ESL skills: Listening, Speaking, Pronunciation, Reading, Writing, Vocabulary, and Grammar, $49.50. *Order #S07012.*

Video in the ESL Class. One-half hour video, book (175 pages), and 32-page Teacher's Manual provide specifics for getting the most out of video in the ESL class. Complete package, $124.50 *Order #SV7260.*

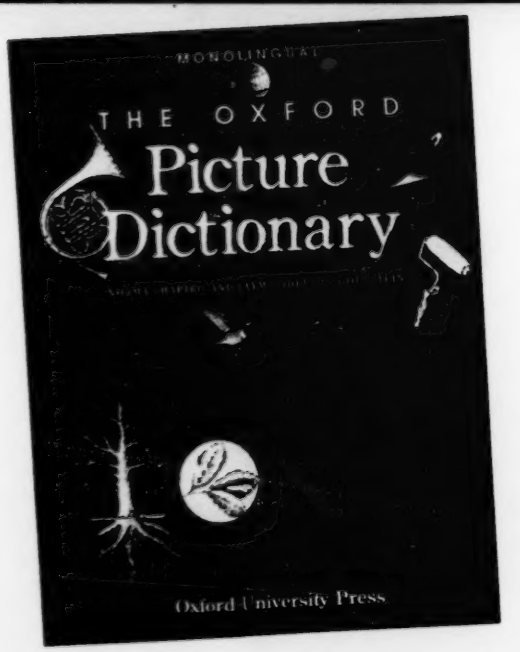
Index Cards for Guided Conversations. 250 multi-level 3" x 5" cards provide specific adult-level situations requiring dialog between students or students and teacher. Great for oral proficiency development and testing, $29.95. *Order #S04090.*

Satisfaction guaranteed or money promptly refunded. We have been serving the needs of language teachers since 1972. Order on credit card or purchase order by phone **1-800-243-1234**, fax (888) 453-4FAX, e-mail: audioforum@compuserve.com, or write to address below. Ask for a free copy of our 20-page *ESL Catalog*.

AUDIO-FORUM
THE LANGUAGE SOURCE

Audio-Forum
Room T305, 96 Broad Street,
Guilford, CT 06437

Oxford University Press

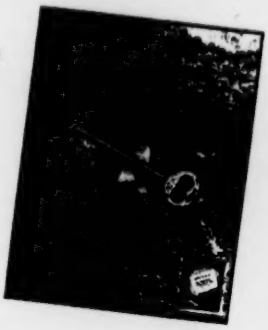


The *Oxford Picture Dictionary*

- **Illustrates over 3,700 words** in full-color, each clearly labeled and defined in context
- **Offers 140 key topics** targeted to meet the vocabulary needs of adults and young adults
- **Teacher's Book, Beginning Workbook, Intermediate Workbook, Bilingual Dictionaries, Cassettes,** and **Transparancies** available

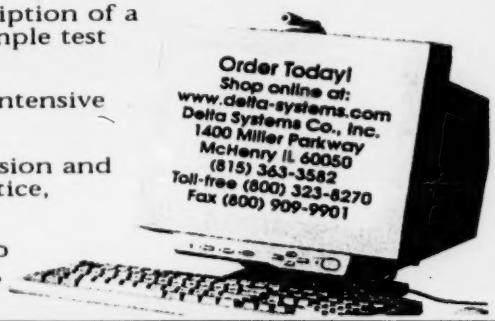
Oxford University Press
ESL Department
(800) 445-9714 or (919) 677-1303
Visit us at: www.oup-usa.org/esl/

Delta's Key to the TOEFL® TEST

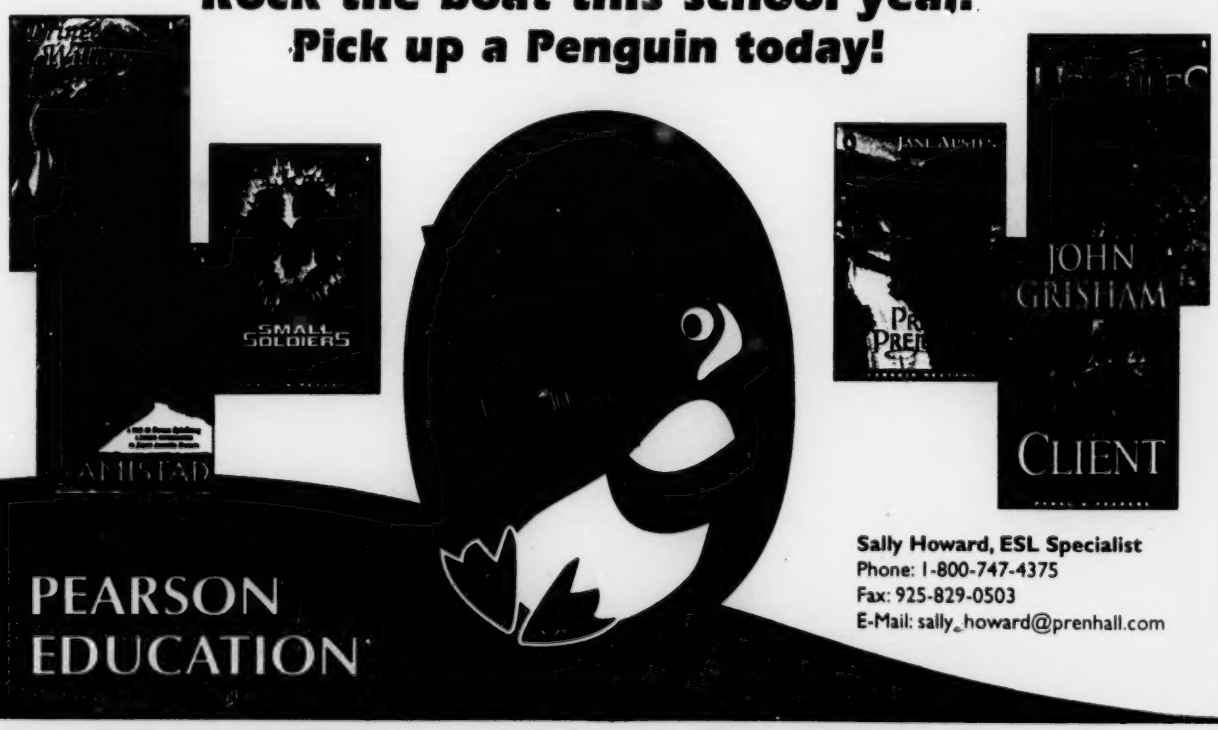


Teach the skills or teach the test?
We believe you can do both!
Delta's Key to the TOEFL® Test is built on the philosophy that skill building and evaluation are interrelated. 54 units of study address the specific English skills necessary for success in college and on the TOEFL.
Our course is designed around how people actually learn language.
Each unit features:

- FOCUS—An introductory exercise to focus attention, activate prior knowledge, and help students anticipate the content.
- "DO YOU KNOW...?"—A thorough description of a specific skill or rule, along with numerous sample test items and a discussion of TOEFL "tricks."
- PRACTICE—Sets of TOEFL questions for intensive practice of the skill or rule.
- EXTENSION—Activities to stimulate discussion and interaction in the classroom, extend skill practice, and link the classroom with the real world.
- ASSESSING PROGRESS—Timed quizzes to simulate sections of the TOEFL, review skills, and evaluate progress.



Rock the boat this school year.
Pick up a Penguin today!

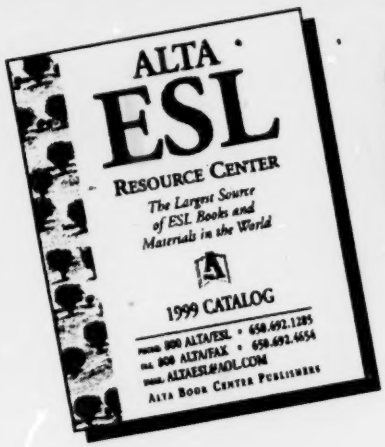


PEARSON EDUCATION

Sally Howard, ESL Specialist
Phone: 1-800-747-4375
Fax: 925-829-0503
E-Mail: sally_howard@prenhall.com

BEST COPY AVAILABLE

REPRODUCIBLES, ACTIVITIES, CD-ROMS, and more!



ALTA's 1999 ESL RESOURCE CATALOG

"An Alta Apple a Day Keeps the ESL Teaching Blues Away"

Request your free catalog today, or shop online at WWW.ALTAESL.COM

The world's largest source of ESL books and materials for convenient, one-stop shopping

ALTA BOOK CENTER PUBLISHERS

14 Adrian Court, Burlingame, California 94010 USA
Phone: 800 ALTA/ESL or 650.692.1285
Fax: 800 ALTA/FAX or 650.692.4654 • Email: ALTAESL@AOL.COM

Hands-on **English**

A periodical for teachers and tutors of adult ESL
P.O. Box 256
Crete, NE 68333
USA

ADDRESS SERVICE REQUESTED

BULK RATE
U.S. POSTAGE
PAID
CRETE, NE
PERMIT NO. 256

March/April issue